

# Beverage Management

## Teacher Edition

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CareerTech Advancement

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# Beverage Management

## First Edition

© 2007

## Teacher Edition

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*Beverage Management* is dedicated to

**Mr. Dwight Stoddard**

for 31 years of outstanding service to MAVCC.

As auditor, historian, and *bartender extraordinaire*, Dwight leaves our board members, member state directors, and staff members with many wonderful memories to cherish and an enduring appreciation for MAVCC. Who could forget his handmade line charts that showed our net sales, accounts receivables, and cash flow over the years?

Always the consummate professional, he shared cautionary tales that evoked critical thinking by the Board and quick action by the staff. And off the job, he continued to share his expertise in beverage management as he prepared margaritas and other mixed drinks for our evening social functions.

Thank you, Dwight, for your guidance and support throughout the years.  
We extend our warmest congratulations on your impending retirement from the Oklahoma Department of Career and Technology Education.

You will be *missed* but not *forgotten*.  
Good luck wherever life's journey takes you.



**Table of Contents**

**Introductory  
Pages**

Foreword . . . . . ix

Acknowledgments . . . . . xi

Use of This Publication . . . . . xiii

Product Description . . . . . xix

Tools, Equipment, and Materials List . . . . . xxiii

Training and Competency Profile . . . . . xxviii

Duty/Task Crosswalk to ACF Standards . . . . . xxix

Instructional/Task Analysis . . . . . xxxi

Academic and Workplace Skills Analysis . . . . . xxxv

- Skills Areas
- Skill Area Subgroups
- Basic Skills Matrix

Glossary . . . . . xci

**Units of  
Instruction**

Unit 1: Beverage Basics . . . . . T 1–1

Unit 2: Wine . . . . . T 2–1

Unit 3: Laws and Responsible Beverage Service . . . . . T 3–1



# MAVCC Customer Feedback Form

MAVCC is committed to providing instructors and students with current, accurate, and effective instructional materials. As you use our products, we hope you will find that they contribute to the quality of your program. However, if you find any errors, have any suggestions for improvement of the materials, or have ideas for additional products, please use the form below. After completing the form, simply fold, secure and mail. Or, simply e-mail your corrections and/or suggestions to [feedback@mavcc.com](mailto:feedback@mavcc.com).

## Corrections

Publication Title \_\_\_\_\_

Page Number	Correction
_____	_____
_____	_____
_____	_____
_____	_____
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## Suggestions

- Product Needs (supplemental resources, additional publications, etc.)

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- Other Ideas

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### *Optional Information*

Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-mail address \_\_\_\_\_



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Stillwater, OK 74074-4364

Fold here

## Foreword

*Beverage Management* © 2007 is the second in a series of four culinary arts publications, preparing the student for entry-level employment in the culinary arts trade. Other publications in the series include *Culinary Concepts*, *Advanced Pastry Arts*, and *Culinary Techniques*. This series of publications should provide the flexibility instructors need to meet the individual needs of their students and the community.

In addition to a reusable Teacher's Edition, this *Beverage Management* includes a student edition, which contains Objective Sheets, Information Sheets, Assignment Sheets, Job Sheets, and Student Supplements. They should be purchased individually each year to provide new students with the Assignment and Job Sheets needed to master the course.

MAVCC's culinary arts series was developed with the assistance of many individuals who have expertise in various areas of the culinary arts trade. Some of these individuals represent professional associations and industry. Their assistance and support is greatly appreciated. It should be emphasized that the student needs to be aware of professional trade associations and take an active part in them as much as possible. The professional trade associations and vocational education are both excellent avenues for continuing education within the culinary arts trade.

These instructional materials are designed not only for student use, but also to assist the teacher in improving instruction. Every effort has been made to make these materials basic, readable, and usable. Teachers will need to develop instructional strategies for localizing, individualizing, and supplementing these materials.

As you use these instructional materials, we hope you will find they contribute to the quality of your program. If any problem occurs, or if you have suggestions for improvement, please call or write us.

Lynn Cohen, Chair  
Board of Directors

Jane Huston  
Executive Director

Multistate Academic and Vocational Curriculum Consortium



## Acknowledgments

Appreciation is extended to those individuals who contributed their time and talent to the development of *Beverage Management*. The contents of this publication were initially planned and reviewed by the following committee members of the Multistate Academic and Vocational Curriculum Consortium development committee.

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- Environmental Health Specialist Lewis Beck of the Payne County, Oklahoma Health Department for information and fact verification on foodservice safety and sanitation data.
- Stillwater Country Club for allowing us to photograph their beverage/bar areas for cover art.



## Use of This Publication

### Teacher Edition

**Part One—Introductory Materials.** In addition to the general information - such as the Table of Contents and Acknowledgements page - information is included on the following:

1. **Use of this Publication.** Explains the components of a unit of instruction (Teacher Pages — which are on the Teacher CD, spiral-bound Student Guide, and perforated Student Workbook) and how they should be used as part of the teaching/learning process.
2. **Product Description.** Helps the instructor distinguish between various components of the publication, describes page numbering system, and provides information on competency alignment and how to individualize the program.
3. **Tools, Equipment, and Materials List.** This document provides a comprehensive list of those items needed for students to complete training. It can also assist administrators and teachers in determining program costs.
4. **Training and Competency Profile.** Provides personal information for the teacher regarding each student, as well as a documented history of each student's individual progress throughout the course.
5. **Duty/Task Crosswalk to ACF Standards.** Indicates MAVCC unit objectives identified in the American Culinary Federation, Inc.'s required knowledge and skill competencies for the *“Culinary Arts Program: American Culinary Federation Accrediting Commission”* (Revised July 2001), *“Baking and Pastry Program”* (July 2002), and/or *“Access ACF: Certification for Secondary/Vocational Culinary Arts Programs”* (January 2003).  
  
✓ **Note:** For more information on the American Culinary Federation, Inc.:
  - Write to 10 San Bartola Drive, St. Augustine, Florida 32086
  - Call (800) 624-9458
  - Fax (904) 824-4758
  - E-mail [accessacf@acfchefs.net](mailto:accessacf@acfchefs.net)
  - Visit [www.acfchefs.org](http://www.acfchefs.org)
6. **Instructional/Task Analysis.** Provides a quick review of the contents of the publication; identifies cognitive (knowledge) skills addressed in each unit of instruction.

## Use of This Publication

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7. **Academic and Workplace Skills Analysis.** The analysis breaks down work completed via Assignment and Job Sheets into basic skill and sub-skill groups. The analysis is helpful to teachers in planning for instruction, and to administrators as documentation that basic skills are being taught as part of the vocational training. Additionally, these are helpful when matching skills being taught in the program to state standards:
  - a. **Skill Area Groups, Subgroups, and Associated Icons.** This page provides a reference guide of the 10 graphic symbols associated with each broad skill area group and subgrouping. The relevant icons are included on each assignment and job sheet.
  - b. **Skill Area Subgroup Tasks.** Lists the 10 skill areas, the subgroups associated with each skill area, and tasks that serve as qualifying criteria for being in a subgroup.
  - c. **Skill Area Group and Subgroup Matrix.** This matrix provides a visual representation of the 10 skill area groups taught in each Unit of Instruction by listing the icons from each Assignment and Job Sheet.
  - d. **Skill and Sub Skill List.** This chart summarizes academic and workplace skills taught in each Unit of Instruction's individual Assignment and Job Sheets by listing the icons, groups, and subgroups, and a description of the subgroup.
8. **Glossary.** Comprehensive, alphabetical collection of specialized terms used in the publication and their meanings.

**Part Two—Teacher Pages.** Contains materials necessary for the instructor to prepare, implement, customize, enrich, and assess students within his or her particular program.

9. **Suggested Activities.** This component assists teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of suggested supplemental resources (books, posters, pamphlets, videotapes, computer software, and Internet sites) that may be used to enhance instruction. The teacher should read the suggested activities before teaching a module and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit. Suggested Books and Websites for student use and Supplemental Resources are listed in the suggested activities. The teacher can use these materials to supplement his or her knowledge of the subject area or to help students with objectives in the area covered by a unit of instruction.

## Use of This Publication

10. **Answers to Assignment Sheets.** An answer key is provided, when applicable, to assist the teacher in evaluating student performance on a given assignment. Answer keys are not available for all assignment sheets, as some assignments are dependent upon teacher's discretion, are objective, or are based on student observation.
11. **Written Test.** This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction, and serves as both a pretest and posttest to assist teachers in measuring each student's competency gains (Assignment Sheet and Job Sheet objectives are not evaluated on the Written Test). If the teacher has added, deleted, or modified any objectives, appropriate changes should be made to both the Written Test and Answers to the Written Test. Tests may be divided into shorter tests, covering three or four objectives at a time and given soon after those objectives have been covered — and before students attempt the Assignment or Job Sheets presented in the Student Guide. A selection of test items from the units covered may be used for a final test at the end of each term, if desired. The Written Test is included in the Teacher Edition only, but duplication is permitted for student use.
12. **Answers to Written Test.** An answer key is provided to assist the teacher in evaluating student performance on the Written Test.
13. **Unit Review.** Based upon the Information Sheets of the Student Guide, multiple-choice questions were created to assess student learning within each objective. These objective questions are designed to test on many cognitive levels, and an attempt has been made to present some critical thinking questions in each Unit Review. Because this is often used as a final test before moving on to the next sequential unit in the publication, the Unit Review is included in the Teacher's Edition only, however duplication is permitted for student use. A selection of test items from the units covered may be used for a final test at the end of each term, if desired. It is hoped that the objective format of the unit reviews will help students prepare for the tests they must pass for certification in the various culinary arts areas.
14. **Answers to Unit Review.** These answers are designed to assist the teacher in evaluating student performance on the Unit Review. Answers are present in the Teacher's Edition only.
15. **Teacher Supplements.** These are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher-level materials to enrich the advanced student; with remedial information or practice to assist the less-advanced student; and state-of-the-art information in which the teacher may not have a background or information that is not readily available in other books. Some Teacher Supplements may be duplicated for student use and are marked accordingly.

## Use of This Publication

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16. **Transparency Masters.** These overheads are used to direct the students' attention to the topic of classroom discussion. Transparencies allow the student to see and hear the information being presented, thus reinforcing the learning process. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction. The teacher may make acetate copies from the masters. In addition, the transparency masters are available as PowerPoint® presentations on the Teacher CD. Each transparency master can be changed on the CD by the instructor according to his or her needs.

### **Student Edition**

It is a challenge to keep students motivated. Instructors should supplement the Student Guide components by providing the “why” aspect through personal experiences and current events. Prepare for each unit by deciding how each objective can be taught. Allow students to become involved in preparing and planning their teaching/learning experiences.

For best results, students should be provided with a copy of the Student Guide and be allowed to take notes in the margins as the instructor provides additional information or as the student acquires additional information through library or Internet research.

1. **Unit Objective Sheet.** This component summarizes each unit for the student and teacher. The Objective Sheet is based on established performance objectives that state the goals for successful completion of a Unit of Instruction. Objectives are stated in two forms: unit objectives that state the expected performance of each student after completion of the unit and specific (enabling) objectives that state what the student must be able to do to reach the unit objective (from completing assignment and job sheets in the workbook).

The objectives should be stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods.

Teachers should modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion-referenced test items to cover the new objectives.

## Use of This Publication

2. **Information Sheet.** This component provides the student with the essential information for meeting the cognitive objectives in the unit. Teachers will find that the Information Sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in the margins for students and teachers to add notes that clarify and/or expand upon the information presented.
3. **Student Supplements.** This component is included in a Unit of Instruction when additional information is needed in order for students to complete one or more of the Assignment and/or Job Sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of Assignment and/or Job Sheets.
4. **Assignment Sheets.** The Assignment Sheets address the learning levels at or above the application level of Bloom's taxonomy. They provide students with an opportunity to use higher-order thinking skills, such as problem solving, synthesizing, analyzing, and evaluating. In addition, they may provide additional opportunities for students to develop their language skills. Assignment Sheets can be paper-and-pencil activities, as well as those using computer software, videotapes, models, handouts, or other resources as appropriate. Criteria are provided to evaluate student performance objectively.
5. **Job Sheets.** Job Sheets are designed as skill tests and give the instructor direction as to the psychomotor skills to be taught, and provide the criteria to evaluate student performance objectively. They also help provide potential employers with a picture of the skills being taught during training and the performances that might be reasonably expected from an individual who has completed the training. The teacher should provide students with a copy of each Job Sheet manual, and/or job specifications when necessary. The teacher should also discuss the equipment and materials that will be needed for the job and the criteria that will be used to evaluate the student's performance, and demonstrate the procedure prior to having students practice the procedure. Safety should be stressed as part of each demonstration. When a student is ready to be evaluated, the teacher should follow the instructions for evaluating student performance which may be found in the suggested activities component of the teacher unit.

As you use these instructional materials we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, E-mail us at [mavcc@mavcc.com](mailto:mavcc@mavcc.com) or write:

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Stillwater, OK 74074-4364



## Product Description

**Package Contents.** Upon arrival of this publication, the teacher will receive a CD (or bundle containing three-hole punched pages wrapped in shrink wrap) and a spiral-bound book. Of that set:

- *The CD (or three-hole punched pages) contain the Teacher’s Edition.* The three-hole punched pages should be put in a three-ring binder. The Teacher Edition consists of Introductory Pages and Teacher Pages.

Introductory Pages contain a Foreword, Acknowledgments, Product Description, Use of This Publication, Tools/Equipment/Materials List, Training and Competency Profile, Duty/Task Crosswalk to ACF Standards, Instructional/Task Analysis, Academic and Workplace Skills Analysis (Skill Areas, Skill Area Subgroups, Basic Skills Matrix), and a Glossary.

Teacher Pages include some or all of the following components for each Unit of Instruction: Suggested Activities, Transparency Masters, Teacher Supplements, Written Test, Answers to Written Test, Answers to Assignment Sheets, Unit Review, and Answers to Unit Review.

- *The spiral-bound book is the Student Edition.* Each Unit of Instruction in a Student Edition includes some or all of the following components: Unit Objective Sheet, Information Sheet, and Student Supplements. Because the Assignment and Job Sheets are perforated, the Student Editions should be reordered each year for new instruction. The perforated pages allow students to tear out pages from the books to use and turn in for grading.

**Page Numbering.** The page numbering system varies within the publication.

*Teacher’s Edition.* The instructor will find that page numbering varies between the Introductory Pages and the Teacher Pages. Introductory Pages are numbered using Roman numerals.

MAVCC—Culinary Arts: Beverage Management

xxix

After the introductory pages end, each unit of the Teacher Pages is individually numbered beginning with a T for Teacher Page, followed by the unit number and page number. For example, Page 1 of Unit 2 in the Teacher Pages is represented as T 2-1.

MAVCC—Culinary Arts: Beverage Management

T 2-1

## Product Description

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*Student Edition.* Pages in the spiral-bound Student Edition are numbered according to the section the page falls. The front of the book contains Student Guide information, including Objective Sheets and Information Sheets. These pages are numbered with the unit number, followed by the page number. For example, Page 7 of Unit 3 in the Student Edition is represented as Page 3-7.

MAVCC—Culinary Arts: Beverage Management

Page 3–7

After the Student Guide, the spiral-bound book contains perforated Assignment and Job Sheets, and Student Supplements. These pages are perforated so the student can tear them out and turn them in to be graded by the instructor. The Student Worksheet pages are numbered beginning with the letters “SW” for Student Worksheet, followed by the unit number then page number. For example, Page 10 of Unit 2 in the Student Guide is represented as SW 2-10.

MAVCC—Culinary Arts: Beverage Management

SW 2–10

**Customizing.** For group instruction, the teacher should determine the best way to teach each objective and allow for student participation. For self-paced or individualized instruction, students should be provided with opportunities to become involved in planning and being responsible for their own education.

Teachers are encouraged to localize and personalize these materials to meet the needs of individual students, the community, and prospective employers.

**Competency alignment.** All of the unit components focus on measurable and observable learning outcomes that were identified and validated by the culinary arts advisory committee, which was comprised of business and industry representatives and secondary and post-secondary instructors. Tools are provided in this publication to help the teacher match objectives taught to national, state, and local competencies.

- National competencies. Competencies align with the American Culinary Federation, Inc.’s required knowledge and skill competencies for the “Culinary Arts Program: American Culinary Federation Accrediting Commission” (Revised July 2001), “Baking and Pastry Program” (July 2002), and/or “Access ACF: Certification for Secondary/Vocational Culinary Arts Programs” (January 2003).
- State competencies. The Instructional Task Analysis and Academic and Workplace Skills Analysis provide a quick reference for the instructor to match state and local competencies with the objectives taught in this publication.

**Local competencies.** Within each educational institution, instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process. To help instructors achieve this goal, each unit contains Suggested Activities — including Teaching Suggestions and Suggested Supplemental Print and Electronic Media.

## Product Description

**Individualizing the program.** Teachers are encouraged to localize and personalize these materials to meet the needs of individual students, the community, and prospective employers. For group instruction, the teacher should determine the best way to teach each objective and allow for student participation. For self-paced or individualized instruction, students should be provided with opportunities to become involved in planning and being responsible for their own education. Prior to the beginning of a new unit, careful study of each individual Unit of Instruction by the teacher will help determine the following:

- Amount of material that can be covered in each class period
- Supplies and material required for Assignment and Job Sheets
- Resource people who must be contacted
- Supplementary materials to be ordered
- Skills that must be demonstrated and the amount of class time needed for demonstrations
- Amount of class time needed for student practice and return demonstrations of mastered skills



## Tools, Equipment, and Materials List

**Punch list.** What materials, tools, and equipment are needed to successfully implement Beverage Management? The following list includes all of the materials that an instructor will need to purchase or have on-hand for each unit. Not only will it help the teacher prepare lessons ahead of time, but can also provide a list of potential costs associated with implementing an introductory culinary arts program. The Tools, Materials, and Equipment Lists are taken from Assignment and Job Sheets.

### Unit 1: Beverage Basics

- Glassware, including: shot, highball, old-fashioned/lowball/rocks, Collins, beer mug, and pint glass
- Stemmed glassware, including: martini/cocktail, margarita/coupette, Pilsner, Irish coffee, Brandy snifter, Pousse, hurricane, and parfait glasses
- Bar tools, including: bar spoon, blender, can/bottle opener, cocktail picks, corkscrew, ice bucket/pick/tongs, jigger, juicer/reamer, cutting board with knife, liquid measuring cup, mixing glass, muddler and bowl, napkins and coasters, pitcher, Boston and standard shaker, Julep and Hawthorne strainers, swizzle sticks,
- Automatic drip coffee maker
- Six-ounce premeasured packets of coffee to make 12 cups
- Coffee filters
- Two coffee pots
- Twelve-cup containers
- Coffee cups
- Cracked ice
- Crushed ice
- Ice cubes
- Tequila
- Grenadine
- Orange juice
- Maraschino cherries
- Light rum
- Coconut milk
- Crushed pineapple
- Pineapple wedges
- Drinking straws
- Draw beer of choice (ale preferred)
- 151 rum
- Regular matches or lighters
- Long matches or long-handled lighters
- Amaretto almond liqueur
- Irish cream
- Orange liqueur
- Brown sugar
- Fresh, whole mint leaves

## Tools, Equipment, and Materials List

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- Soda water
- Fresh limes
- Fresh lemons
- Cranberry juice
- Lemon juice
- Vodka

Not in Job or Assignment Sheets, but also recommended for the program:

- Fountain drink soda machine
- Milk/Juice dispensing machines
- Ice machine
- Soft serve/frozen drink machines
- Various milks to sample, including: cream, half and half, whole milk, low-fat, skim, acidophilus, condensed/evaporated, dehydrated, lactose, organic, soy, sweetened condensed, and vegan
- White, green, black, and oolong hot teas, as well as instant and brewed iced teas to sample
- Various fruit juices to sample, including apple, orange, grape, cranberry, lemonade, and limeade
- Select either orange, apple, or cranberry juice and provide samples from glass and plastic bottles, squeeze boxes, cardboard/plastic cartons, cans, and from concentrate
- Various vegetable juices to sample, including carrot, celery, corn, pepper, spinach, and tomato
- Coffee bean grinder
- Coffee brewing equipment: chemex, cold brewer, French press, percolator, Turkish ibrik, and Vietnamese strainer
- Espresso maker and ingredients
- Hot chocolate/cocoa ingredients
- Various ales, lagers, lambics, hybrid, and specialty beers to sample
- Cider, sake, and mead to sample
- Commonly stocked liquors and liqueurs to sample
- Dealcoholized wine and malted beverages to sample
- Various condiments, including: orange flower water/bitters, Angostura bitters, vanilla essence, grenadine, Tabasco, Worcestershire sauce, Tabasco sauce, honey, sugar and sugar substitute, celery salt, ground cinnamon, grated nutmeg, cloves, heavy and light cream
- Various garnishes, including: olives, marinated pearl onions, marschino cherries, oranges, lemons, limes, bananas, strawberries, celery, and pineapple
- Kitchen staples: coffee beans, sugar, and eggs
- Mixers: milk, half and half, coconut cream, pineapple juice, orange juice, grapefruit juice, cranberry juice, tomato juice, lemon juice, lime juice, lemon-lime flavored soda, cola, tonic water, club soda
- Specialty items: bartenders' extra fine sugar and course salt

## Tools, Equipment, and Materials List

### Unit 2: Wine

- Wine glassware, including: red, white, sherry, and sparkling flute stemware
- Wine bar tools, including: corkscrews (dishonest butler, waiter's pull, winglever), wine vacuum, decanter, champagne bucket, foil cutter, dump bucket, water pitcher, vintage charts/wine wheel
- Temperature controlled wine refrigerator
- Bottles of corked beverage
- Cloth napkins
- Paper napkins
- Cloth hand/dish towels
- "Customer" table with chair(s)
- Place setting with dinner plate, cloth napkin, fork, spoon, knife, and water glass
- Extra table for "wine bar area"
- Uncorked bottle of Merlot (with label intact and cork slightly inserted in the top to hold in contents and keep it fresh)
- Waiter's serving tray
- Corked bottle of sparkling wine with the cage intact

*Not in Job or Assignment Sheets, but also recommended for the program:*

- Red wines to sample, such as Pinot Noir, Merlot, Sangiovese, Zinfandel, and Cabernet Sauvignon
- White wines to sample, such as White Zinfandel, Sauvignon Blanc, Chardonnay, and Pinot Grigio
- Sparkling wines to sample, including: brut nature, brut, extra dry, sec, demi sec, and doux
- Fortified wine to sample, including Brandy
- Wines with various flavor sensations, including: light bodied, heavy bodied, sweet, dry, acidic, bitter, fruity, floral, herbaceous, oak, and spicy
- Wines with obvious faults to display, such as musty aroma, soured flavor, discoloration, crystals, and pieces of cork
- Cooking wine
- World map

### Unit 3: Laws and Responsible Beverage Service

- Picture identification cards
- Altered or fake identification cards as samples
- Web access to research federal, state, and local beverage laws



# Beverage Management

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## Training and Competency Profile

### Student Information

Program \_\_\_\_\_ Instructor \_\_\_\_\_

Name \_\_\_\_\_ Student ID No. \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

Allergies/Disabilities that might require special accommodation for training (please specify)

\_\_\_\_\_

In case of emergency, contact \_\_\_\_\_ Phone \_\_\_\_\_

### Record of Enrollment

Date of Enrollment \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Total Class Hours \_\_\_\_\_ Total Hours Absent \_\_\_\_\_

Date of Withdrawal \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Total On-the-Job \_\_\_\_\_ Total Hours Tardy \_\_\_\_\_

### Training Hours

Date of Completion \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Total Lab Hours \_\_\_\_\_

### On-the-Job Training/Work Experience

Place of Employment \_\_\_\_\_ Address \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Phone \_\_\_\_\_

Duration of Employment \_\_\_\_\_ Job Title \_\_\_\_\_

Job Responsibilities \_\_\_\_\_

Place of Employment \_\_\_\_\_ Address \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Phone \_\_\_\_\_

Duration of Employment \_\_\_\_\_ Job Title \_\_\_\_\_

Job Responsibilities \_\_\_\_\_

# Training and Competency Profile

## Student Evaluation

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focuses on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

### Rating Scale: Option A

- 4 Skilled—Can perform job with no additional training
- 3 Moderately Skilled—Has performed job during training program; limited additional training may be required.
- 2 Limited Skill—Has performed job during training program; additional training is required to develop skill.
- 1 Unskilled—Is familiar with process, but is unable to perform job.
- 0 No Exposure—No information or practice provided during training program, complete training required.
- NA Non-applicable.

### Rating Scale: Option B

- Yes—Can perform with no additional training
- No—Is unable to perform satisfactorily

### Unit 1: Beverage Basics

- \_\_\_\_\_ 1. Match Types of Fermented Beverages with Their Characteristics (A.S. 1)
- \_\_\_\_\_ 2. Match Types of Distilled Beverages with Their Characteristics (A.S. 2)
- \_\_\_\_\_ 3. Match Glassware with Their Names (A.S. 3)
- \_\_\_\_\_ 4. Match Bar Tools with Their Names (A.S. 4)
- \_\_\_\_\_ 5. Name the Beverage Preparation Process (A.S. 5)
- \_\_\_\_\_ 6. Prepare and Evaluate Coffee (J.S. 1)
- \_\_\_\_\_ 7. Build and Stir an Alcoholic Beverage (J.S. 2)
- \_\_\_\_\_ 8. Blend an Alcoholic Beverage (J.S. 3)
- \_\_\_\_\_ 9. Tilt Pour and Flame an Alcoholic Beverage (J.S. 4)
- \_\_\_\_\_ 10. Layer an Alcoholic Beverage (J.S. 5)
- \_\_\_\_\_ 11. Muddle and Build an Alcoholic Beverage (J.S. 6)
- \_\_\_\_\_ 12. Shake and Strain an Alcoholic Beverage (J.S. 7)
- \_\_\_\_\_ 13. \_\_\_\_\_

#### Written Test Scores

Pretest Score \_\_\_\_\_%

Posttest Score \_\_\_\_\_%

### Unit 2: Wine

- \_\_\_\_\_ 1. Match Grape Names By Color (A.S. 1)
- \_\_\_\_\_ 2. Match the Wine with Its Flavor Sensations (A.S. 2)
- \_\_\_\_\_ 3. Pair Wine with Food (A.S. 3)

- \_\_\_\_\_ 4. Match the Cooking Style with the Technique Described (A.S. 4)
- \_\_\_\_\_ 5. Uncork a Bottle of Wine (J.S. 1)
- \_\_\_\_\_ 6. Use a Tray to Serve a Glass of Wine (J.S. 2)
- \_\_\_\_\_ 7. Open and Serve Sparkling Wine (J.S. 3)
- \_\_\_\_\_ 8. \_\_\_\_\_

#### Written Test Scores

Pretest Score \_\_\_\_\_%

Posttest Score \_\_\_\_\_%

### Unit 3: Laws and Responsible Beverage Service

- \_\_\_\_\_ 1. Investigate Local, State, and Federal Alcohol Laws (A.S. 1)
- \_\_\_\_\_ 2. Troubleshoot a Legal Scenario (A.S. 2)
- \_\_\_\_\_ 3. Perform an ID Check (J.S. 1)
- \_\_\_\_\_ 4. Stop Beverage Service to an Intoxicated Customer (J.S. 2)
- \_\_\_\_\_ 5. Document an Accident Involving an Intoxicated Individual (J.S. 3)
- \_\_\_\_\_ 6. Document an Accident Involving an Employee (J.S. 4)
- \_\_\_\_\_ 7. \_\_\_\_\_

#### Written Test Scores

Pretest Score \_\_\_\_\_%

Posttest Score \_\_\_\_\_%

# Beverage Management

## Duty/Task Crosswalk to ACF Standards

The Beverage Management Duty/Task Crosswalk is referenced to three American Culinary Federation (ACF) Required Knowledge and Skill Competencies:

1. *Culinary Arts Program: American Culinary Federation Accrediting Commission* (Revised July 2001)
2. *Baking and Pastry Program* (July 2002)
3. *Access ACF: Certification for Secondary/Vocational Culinary Arts Programs* (January 2003)

✓ **Note:** Beverage Management can also be used to cross-reference with each state's individual educational requirements.

The ACF Skill Code comes from the specific ACF program's section number and competency (in parenthesis). This information notes how the ACF program matches the MAVCC Skill Description, which unit the skill is placed, and the specific Assignment or Job Sheet that allows the student to practice the ACF skill.

Abbreviations:

ACF — American Culinary Federation, Inc.

AS — Assignment Sheet

JS — Job Sheet

ACF Culinary Arts Program Skill Code	ACF Baking & Pastry Program Skill Code	Access ACF for Secondary/Vocational programs Skill Code	Skill Description	Beverage Management Unit #	Student Edition Reference
2(2)			Match Types of Fermented Beverage with Their Characteristics	1	AS-1
2(2)			Match Types of Distilled Beverages with Their Characteristics	1	AS-2
2(5, 6)			Match Glassware with Their Names	1	AS-3
2(5, 6)			Match Bar Tools with Their Names	1	AS-4
2(5)			Name the Beverage Preparation Process	1	AS-5
2(5, 6, 7); 5(6, 14, 17); 12(4, 12)		1(4, 12); 3(2, 5, 16)	Prepare and Evaluate Coffee	1	JS-1
2(5, 6); 5(6, 14, 17); 12(4, 12)		1(4, 12); 3(2, 5, 16)	Build and Stir an Alcoholic Beverage	1	JS-2
2(5, 6); 5(6, 14, 17); 12(4, 12)		1(4, 12, 17) 3(2, 5, 16)	Blend an Alcoholic Beverage	1	JS-3

## Duty/Task Crosswalk

ACF Culinary Arts Program Skill Code	ACF Baking & Pastry Program Skill Code	Access ACF for Secondary/ Vocational programs Skill Code	Skill Description	Beverage Management Unit #	Student Edition Reference
2(5, 6); 5(6, 14, 17); 12(4, 12, 17)		1(4, 12, 17); 3(2, 5, 16)	Tilt Pour and Flame an Alcoholic Beverage	1	JS-4
2(5, 6), 5(6, 17); 12(4, 12)		1(4, 12); 3(2, 5, 16)	Layer an Alcoholic Beverage	1	JS-5
2(5, 6), 5(6, 17); 12(4, 12)		1(4, 12); 3(2, 5, 16)	Muddle and Build an Alcoholic Beverage	1	JS-6
2(5, 6), 5(6, 17); 12(4, 12)		1(4, 12); 3(2, 5, 16)	Shake and Strain an Alcoholic Beverage	1	JS-7
2(3)			Match Grape Names by Color	2	AS-1
2(3, 4)			Match the Wine with Its Flavor Sensations	2	AS-2
2(3, 4)			Pair Wine With Food	2	AS-3
2(4)			Match the Cooking Style With the Technique Described	2	AS-4
2(3, 5, 6, 9); 4(1); 12(1, 4)		1(1, 4); 8(1)	Uncork a Bottle of Wine	2	JS-1
2(3, 5, 6); 4(1); 12(1, 4)		1(1, 4); 8(1)	Use a Tray to Serve a Glass of Wine	2	JS-2
2(3, 5, 6, 9); 4(1); 12(1, 4)		1(1, 4); 8(1)	Open and Serve Sparkling Wine	2	JS-3
2(1, 8, 9); 4(10); 12(18)		1(18)	Investigate Local, State, and Federal Alcohol Laws	3	AS-1
2(1, 8, 9); 4(7, 10); 12(18)		1(18); 8(5)	Troubleshoot Legal Scenarios	3	AS-2
2(1, 8, 9); 4(5, 7, 9, 10); 7(2, 3, 14, 16); 8(9); 12(18)		1(18); 6(2, 3, 12, 14); 8(3, 5)	Perform an ID Check	3	JS-1
2(1, 8, 9); 4(4, 5, 7, 8, 9, 10); 7(2, 3, 14, 16); 8(9)		6(2, 3, 12, 14); 8(3, 5)	Stop Beverage Service to an Intoxicated Customer	3	JS-2
2(1, 8, 9); 4(5, 7); 7(1, 2, 3, 10, 11, 14, 15, 16); 8(9); 12(10, 18)		1(10, 18); 6(1, 2, 3, 9, 10, 12, 13, 14); 8(3, 5)	Document an Accident Involving Intoxicated Individual	3	JS-3
2(1, 8, 9); 4(5, 8); 7(1, 2, 3, 10, 11, 14, 15, 16); 8(9); 12(10, 18)		1(10, 18); 6(1, 2, 3, 9, 10, 12, 13, 14); 8(3, 6)	Document an Accident Involving an Intoxicated Employee	3	JS-4

## Instructional/Task Analysis

### Related Information: What the Student Should Know

### Application: What the Student Should Be Able to Do

#### Unit 1: Beverage Basics

1. Match terms related to beverage basics with their correct definitions.
2. Complete statements regarding the relationship between food and alcoholic beverages.
3. Select true statements regarding milk.
4. Complete statements regarding soft drinks.
5. Match characteristics of hot and iced tea.
6. Select true statements regarding characteristics of water.
7. Complete statements regarding characteristics of fruit and vegetable juices.
8. Select true statements regarding coffee drinks.
9. Match espresso terminology with their descriptions.
10. Complete statements regarding hot cocoa and hot chocolate.
11. Match the beer fermentation steps and ingredients with their descriptions.
12. Match types of beers with their characteristics.
13. Match types of other fermented beverages (besides beer) with their descriptions.
14. Complete statements regarding steps in the distillation process.
15. Match distilled alcohol characteristics with their descriptions.
16. Select true statements regarding packaging of alcoholic beverages.
30. Match types of fermented beverages with their characteristics. (A.S. 1)
31. Match types of distilled beverages with their characteristics. (A.S. 2)
32. Match glassware with their names. (A.S. 3)
33. Match bar tools with their names. (A.S. 4)
34. Name the beverage preparation process. (A.S. 5)
35. Prepare and evaluate coffee. (J.S. 1)
36. Build and stir an alcoholic beverage. (J.S. 2)
37. Blend an alcoholic beverage. (J.S. 3)
38. Tilt pour and flame an alcoholic beverage. (J.S. 4)
39. Layer an alcoholic beverage. (J.S. 5)
40. Muddle and build an alcoholic beverage. (J.S. 6)
41. Shake and strain an alcoholic beverage. (J.S. 7)

## Instructional/Task Analysis

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**Related Information: What the Student Should Know**

**Application: What the Student Should Be Able to Do**

### **Unit 1: Beverage Basics (continued)**

17. Complete statements regarding de-alcoholized beverages.
18. Identify beverage glassware.
19. Identify beverage stemmed glassware.
20. Identify bar tools.
21. Select true statements regarding drink machines.
22. Match commonly used edible supplies with their grouping.
23. Complete statements regarding beverage area opening procedures.
24. Complete statements regarding beverage area closing procedures.
25. Match beverage preparation practices with their descriptions.
26. Select true statements regarding beverage presentation protocol.
27. Complete statements regarding beverage service tips.
28. Complete statements regarding the drink selection process..
29. Select true statements regarding the use of alcohol in food preparation.

### **Unit 2: Wine**

- |   |  |
|---|--|
| 1. Match terms related to wine with their definitions.            | 21. Match grape names by color. (A.S. 1)                           |
| 2. Complete statements regarding the history of winemaking.       | 22. Match the wine with its flavor sensations. (A.S. 2)            |
| 3. Select true statements regarding basic winemaking ingredients. | 23. Pair wine with food. (A.S. 3)                                  |
| 4. Complete statements regarding the winemaking process.          | 24. Match the cooking style with the technique described. (A.S. 4) |
|   | 25. Uncork a bottle of wine. (J.S. 1)                              |
|   | 26. Use a tray to serve a glass of wine. (J.S. 2)                  |

## Instructional/Task Analysis

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### Related Information: What the Student Should Know

### Application: What the Student Should Be Able to Do

#### Unit 2: Wine (continued)

5. Select true statements regarding sparkling wines.
6. Complete statements regarding fortified wines.
7. Match the wine growing and producing regions on a map.
8. Identify parts of a wine label.
9. Identify wine glassware.
10. Identify wine bar tools.
11. Select true statements regarding storing wine.
12. Complete statements regarding wine serving temperatures.
13. Complete statements regarding cork removal.
14. Select true statements regarding wine service.
15. Select the best statements regarding wine pouring.
16. Complete statements regarding wine tasting and the senses.
17. Complete statements regarding common wine flavor sensations.
18. Match the wine faults and curiosities with their descriptions.
19. Select true statements regarding pairing wine with food.
20. Select true statements regarding cooking with wine.
27. Open and serve sparkling wine. (J.S. 3)

## Instructional/Task Analysis

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### Related Information: What the Student Should Know

### Application: What the Student Should Be Able to Do

#### Unit 3: Laws and Responsible Beverage Service

1. Match terms related to beverage laws and responsibilities with their correct definitions.
2. Select true statements regarding the path of alcohol through the body.
3. Complete statements regarding Blood Alcohol Concentration (BAC).
4. Complete statements regarding alcohol absorption factors.
5. Match the effects of alcohol with their parts of the brain.
6. Rank the levels of intoxication.
7. Select true statements regarding problems associated with intoxicated guests.
8. Complete statements regarding controlling excessive consumption.
9. Complete statements regarding identification cards.
10. Select true statements regarding the Dram Shop Act
11. Select true statements regarding the legal sale of alcohol to guests.
12. Complete statements regarding aspects of the legal drinking age.
13. Select true statements regarding alcohol service guidelines.
14. Identify laws that vary by state.
15. Investigate local, state, and federal beverage laws. (A.S. 1)
16. Troubleshoot legal scenarios. (A.S. 2)
17. Perform an ID check. (J.S. 1)
18. Stop beverage service to an intoxicated customer. (J.S. 2)
19. Document an accident involving an intoxicated individual. (J.S. 3)
20. Document an accident involving an employee. (J.S. 4)

## Basic Skills Icons and Classifications

### Skill Areas

To assist teachers and students in identifying and documenting where academic and workplace skills are being taught, MAVCC has adopted a system that uses icons and a list of specific tasks to identify the skill or skills that are used in each Assignment and Job Sheet.

A matrix for each of the 10 broad skill areas has been included in this edition and reflects key elements from *What Work Requires of Schools: A SCANS Report for America 2000*, a 1991 study by the U.S. Department of Labor; *Workplace Basics: The Skills Employers Want*, a three-year study conducted jointly by the American Society for Training and Development (ASTD) and the United States Department of Labor (DOL); and other national and state sources.

When an activity involving one of these basic skills is identified, the corresponding icon is placed on the Assignment or Job Sheet. Skill training is further defined by classifying specific skills that are required.

Each of the 10 broad skill areas—reading, writing, mathematics, science, oral communication, interpersonal or relating, critical thinking, employability, social studies, and technology—is represented by the icon presented below.



### **Reading Skills**

- Reading Comprehension
- Research/Reference
- Functional Reading



### **Writing Skills**

- Language
- Composition
- Research
- Functional Writing



### **Math Skills**

- Operation and Calculation
- Math Application
- Data Analysis and Display
- Functional Math

## Basic Skills Icons and Classifications

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### Science Skills

- General Science
- Life Science
- Physical Science
- Earth Science



### Oral Communication Skills

- Oral Presentation
- Listening
- Interactive Communication



### Interpersonal or Relating Skills

- General Relating
- Teamwork/Cooperation
- Leadership/Influence



### Critical Thinking Skills

- Cognitive Activities



### Employability Skills

- Job Search/Selections
- Job Acquisition/Development
- Resource Management
- Job Safety



### Social Studies Skills

- Information Analysis
- Social Studies Application
- Functional Social Studies



### Technology Skills

- Selection
- Application
- Maintenance/Troubleshooting

## Basic Skills Icons and Classifications

### Skill Area Subgroup Breakdown

#### **Reading Skills**

##### Reading Comprehension

- Gain factual information
- Distinguish fact, opinion, and inference
- Recognize stereotyping and bias
- Recognize propaganda
- Analyze cause and effect
- Draw conclusions
- Make generalizations
- React to written material
- Apply word analysis techniques
- Analyze and apply what has been read to specific task
- Comprehend written information for main ideas
- Determine what information is needed

##### Research/Reference

- Select useful resources
- Locate resources
- Find materials in library
- Use standard references
- Use in-book reference tools
- Use audiovisual media
- Use computer database
- Use magazines and newspapers

##### Functional Reading

- Interpret forms and records
- Follow written instructions
- Interpret graphics and symbols
- Interpret abbreviations/acronyms
- Read aloud
- Read content area vocabulary
- Apply/understand technical words that pertain to subject

## Basic Skills Icons and Classifications

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### Writing Skills

#### Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

#### Composition

- Use complete sentences
- Develop preliminary outline
- Use topic sentences
- Use introductory/closing paragraphs
- Compose reports
- Compose essays
- Proofread and edit
- Construct graphics and symbols

#### Research

- Take notes
- Use note cards
- Create bibliography
- Use footnotes
- Outline material

#### Functional Writing

- Complete forms and records
- Write instructions
- Write letters
- Write job applications
- Write resumes
- Use word processing
- Use computer graphics
- Use content area vocabulary

## Basic Skills Icons and Classifications

### Math Skills

#### Operation and Calculation

- Round off numbers
- Estimate answers
- Use scientific notations
- Use exponential notations
- Calculate with whole numbers
- Calculate with fractions
- Calculate with decimals
- Convert whole numbers to fractions
- Convert whole numbers to decimals
- Solve numerical expressions
- Solve formulas and equations
- Obtain squares and square roots
- Convert units of measure
- Perform metric calculations

#### Math Application

- Solve word problems
- Select/apply mathematical formula
- Select/apply mathematical procedure
- Use English and metric measures
- Solve time/rate/distance problems
- Solve ratio/proportion problems
- Solve percent problems
- Apply techniques of scaling
- Apply algebra principles
- Apply geometry principles
- Apply trigonometry principles

#### Data Analysis and Display

- Interpret charts and tables
- Interpret graphs
- Collect/record data
- Apply sampling techniques
- Apply principles of probability
- Construct charts and tables
- Construct graphs
- Calculate statistics
- Interpret statistics
- Interpret plans/blueprints
- Draw facility to scale

## Basic Skills Icons and Classifications

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### Functional Math

- Make measurements
- Perform banking transactions
- Make change
- Solve practical problems
- Calculate gross earnings
- Solve income/expense problems
- Prepare a budget
- Calculate interest
- Solve interest problems
- Calculate sales tax
- Determine income tax
- Use calculator for computation
- Use computer for computation
- Use computer spreadsheets
- Apply computation skills as they are actually used on the job
- Calculate measurements taken from measuring devices
- Perform/prepare an inventory
- Calculate and compare shipping costs
- Prepare financial report
- Use measuring device to construct lines and angles

## Basic Skills Icons and Classifications

### Science Skills

#### General Science

- Apply computing skills
- Apply scientific method of inquiry
- Conduct experiments
- Investigate science ethics
- Investigate science history
- Investigate/apply economics in technology
- Use scientific instruments
- Investigate/apply technology
- Collect specimens
- Construct model to depict basic concept
- Classify or group items

#### Life Science

- Identify/classify living organisms
- Investigate biological history of the earth
- Investigate food chains, webs, pyramids
- Investigate/apply principles of human development
- Investigate/apply principles of genetics/heredity
- Investigate/apply principles of anatomy/physiology
- Investigate health issues
- Observe health code/sanitation requirements

#### Physical Science

- Analyze/classify matter
- Investigate forms/changes of matter
- Investigate forms/changes of energy
- Investigate/apply chemical properties
- Investigate/apply physical laws

#### Earth Science

- Investigate physical characteristics of the earth
- Investigate geological history of the earth
- Investigate physical forces acting on the earth
- Solve problems of longitude, latitude, and time zones
- Investigate conservation of physical resources
- Investigate conservation of living resources
- Investigate issues of environmental impact
- Apply science principles to environmental issues

## Basic Skills Icons and Classifications

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### Oral Communication Skills

#### Oral presentation

- Make informative presentations
- Make persuasive presentations
- Present personal opinion/viewpoint
- Use good speaking techniques
- Select/use words effectively
- Use effective body language
- Present appropriate appearance
- Integrate audio and/or visual materials into oral presentations
- Adapt presentation to specific audience

#### Listening

- Apply active listening skills
- Distinguish fact, opinion, and inference
- Draw conclusions/make generalizations
- Analyze/identify point of view

#### Interactive Communication

- Give/follow oral directions
- Apply questioning techniques
- Conduct/receive interviews
- Analyze/apply nonverbal communication
- Work effectively in a group
- Communicate with clients/customers/patients
- Communicate with co-workers
- Communicate with supervisors
- Communicate with professional colleagues/associates
- Apply telephone etiquette

## Basic Skills Icons and Classifications

### Interpersonal or Relating Skills

#### General Relating

- Investigate/apply communication process models
- Analyze/apply nonverbal communication
- Investigate/apply cross-cultural communication
- Interact with co-workers
- Interact with supervisors
- Interact with clients/customers/patients
- Interact with professional colleagues/associates
- Interact with family/friends
- Participate in group activities
- Participate in industrial relations/functions
- Identify personal values/attitudes
- Apply information to life experiences

#### Teamwork/Cooperation

- Identify values/attitudes
- Identify needs/drives
- Select/apply appropriate behavior
- Investigate/identify personal styles
- Investigate/identify group/corporate climate
- Give/receive feedback
- Identify hidden purposes
- Investigate/apply group dynamics
- Control undesirable/inappropriate behavior
- Resolve conflicts
- Clarify goals/objectives
- Devise “win/win” situations
- Build consensus
- Generate ideas
- Present point of view

#### Leadership/Influence

- Analyze/apply leadership styles
- Analyze/apply management styles
- Obtain confidence in others
- Develop esteem in self/others
- Persuade others
- Analyze/apply motivation techniques
- Provide positive coaching

## Basic Skills Icons and Classifications

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### Critical Thinking Skills

#### Cognitive Activities

- Collect/record information
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Apply a problem-solving model
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Predict results/outcomes
- Identify/evaluate consequences
- Identify/develop alternatives
- Evaluate alternatives
- Select an alternative
- Devise a solution
- Create a finished product
- Apply intuitive thinking techniques
- Transfer knowledge/training to new situations
- Apply new technology
- Develop an action plan
- Evaluate results/outcomes
- See relationships between two or more ideas, objects, or situations

## Basic Skills Icons and Classifications

### Employability Skills

#### Job Search/Selections

- Analyze personal occupational aptitudes/preferences
- Investigate employment prospects of a career field/occupation
- Investigate training requirements for a career field/occupation
- Investigate benefits of a career field/occupation
- Analyze impact of work on individual and family life

#### Job Acquisition/Development

- Develop a personal career path
- Locate appropriate jobs
- Analyze duties/requirements/benefits of specific job
- Master specific job task/procedure
- Complete job-related applications
- Write a letter of application
- Write personal resume
- Interview for a job
- Apply business etiquette
- Practice good work habits/attitudes
- Practice good personal presentation
- Develop self-confidence/esteem
- Develop effective leadership
- Deal effectively with supervisors
- Deal effectively with co-workers
- Deal effectively with professional colleagues/associates
- Deal effectively with customers/clients/patients
- Follow established rules, regulations, and policies
- Promote the goals and values of the organization
- Exert a high level of effort and perseverance towards goal attainment
- Set high standards for self in completion of a task

#### Resource Management

- Complete task in a timely manner
- Determine cost, time, and resources to complete a task
- Perform routine tasks related to equipment operation and/or maintenance

#### Job Safety

- Demonstrate safe use of tools, equipment, and supplies
- Observe safety rules
- Wear safety equipment
- Follow safety procedures
- Demonstrate proper use of safety device
- Identify safety procedures required in the workplace
- Understand the importance of safety to the organization

## Basic Skills Icons and Classifications

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### Social Studies Skills

#### Information Analysis

- Collect/record data
- Interpret graphical information
- Construct graphical information
- Interpret maps/globes
- Interpret statistical information
- Analyze/interpret demographic information
- Distinguish trends and predict impact of actions on systems operations

#### Social Studies Application

- Investigate/apply U.S. history
- Investigate/apply world history
- Investigate/apply U.S. geography
- Investigate/apply world geography
- Investigate/apply principles of government/politics
- Investigate/apply principles of economics
- Investigate/apply principles of ethics
- Investigate/apply principles of sociology
- Investigate/apply cross-cultural studies

#### Functional Social Studies

- Practice responsible personal economics
- Prepare a personal budget
- Use credit responsibly
- Practice good work ethics
- Participate in industrial relations
- Interact with people of different races/cultures
- Investigate/participate in government
- Investigate/apply American legal practices
- Select/use sources of information on current events
- Analyze current events
- Analyze consumer issues
- Analyze social issues
- Analyze conservation/ecology issues
- Analyze social impact of science/technology
- Analyze economic impact of science/technology
- Understand how social, organizational, and technological systems work and operate effectively

## Basic Skills Icons and Classifications

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### Technology Skills

#### Selection

- Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results

#### Application

- Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems

#### Maintenance/Troubleshooting

- Perform maintenance on equipment, including computers and other technologies
- Identify and correct problems with equipment
- Report damaged or broken equipment to appropriate individual



# Basic Skills Matrix

## Unit 1: Beverage Basics

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
30	Types of Fermented Beverages (A.S. 1)		Reading	Reading Comprehension	Gain factual information Draw conclusions Make generalizations Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject
			Science	General Science	Classify or group items
			Critical Thinking	Cognitive Activities	Identify critical elements/issues Apply a problem-solving model Identify/analyze underlying assumptions Identify/develop alternatives Evaluate alternatives Select an alternative Devise a solution Apply intuitive thinking techniques Transfer knowledge/training to new situations Develop an action plan Evaluate results/outcomes See relationships between two or more ideas, objects, or situations
			Social Studies	Functional Social Studies	Select/use sources of information on current events Analyze consumer issues
31	Types of Distilled Beverages (A.S. 2)		Reading	Reading Comprehension	Gain factual information Draw conclusions Make generalizations Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject



# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
32 (cont.)			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
33	Match Bar Tools with Their Names (A.S. 4)		Reading	Reading Comprehension	Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Determine what information is needed
		Functional Reading		Interpret forms and records Follow written instructions Interpret graphics and symbols Read content area vocabulary Apply/understand technical words that pertain to subject	
			Writing	Functional Writing	Complete forms and records Use content area vocabulary
			Science	General Science	Investigate/apply technology Classify or group items
			Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Evaluate alternatives Select an alternative Evaluate results/outcomes See relationships between two or more ideas, objects, or situations
			Social Studies	Functional Social Studies	Participate in industrial relations Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
34	Name the Beverage Preparation Process (A.S. 5)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Functional Writing	Complete forms and records Use content area vocabulary
			Science	General Science	Classify or group items
			Critical Thinking	Cognitive Activities	Identify critical elements/issues Define a problem Identify underlying causes Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Identify/develop alternatives Evaluate alternatives Select an alternative Apply intuitive thinking techniques Transfer knowledge/training to new situations Evaluate results/outcomes See relationships between two or more ideas, objects, or situations
			Social Studies	Functional Social Studies	Analyze current events Analyze consumer issues Analyze social issues

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
35	Prepare and Evaluate Coffee (J.S. 1)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed		
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject		
					Writing	Language	State ideas clearly
						Research	Take notes
						Functional Writing	Complete forms and records Use content area vocabulary
					Mathematics	Operation and Calculation	Convert units of measure
		Math Application	Solve ratio/proportion problems				
		Data Analysis and Display	Interpret charts and tables Collect/record data Apply sampling techniques				
		Functional Math	Make measurements Solve practical problems Calculate measurements taken from measuring devices				
			Science	General Science	Apply scientific method of inquiry Investigate/apply technology Construct model to depict basic concept		
				Life Science	Investigate health issues Observe health code/sanitation requirements		

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
35 (cont.)			Critical Thinking	Cognitive Activities	Collect/record information Identify critical elements/issues Define a problem Identify underlying causes Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes
					Employability
		Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Develop self-confidence/esteem Follow established rules, regulations, and policies Promote the goals and values of the organization Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task		
		Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance		
		Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Identify safety procedures required in the workplace Understand the importance of safety to the organization		
			Social Studies	Information Analysis	Collect/record data
Functional Social Studies	Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues				

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills								
Obj. #	Objective	Icon	Skill	Sub Skill	Description			
35 (cont.)			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results			
				Application	Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems			
				Maintenance/ Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual			
36	Build and Stir an Alcoholic Beverage (J.S. 2)		Reading	Reading Comprehension	Gain factual information			
					Analyze cause and effect			
					Make generalizations			
					React to written material			
					Apply word analysis techniques			
					Analyze and apply what has been read to specific task			
			Writing	Language	State ideas clearly			
					Functional Writing	Complete forms and records		
						Use content area vocabulary		
						Mathematics	Operation and Calculation	Convert units of measure
							Math Application	Solve ratio/proportion problems
							Data Analysis and Display	Apply sampling techniques
Functional Math	Make measurements Solve practical problems Apply computation skills as they are actually used on the job Calculate measurements taken from measuring devices							

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills								
Obj. #	Objective	Icon	Skill	Sub Skill	Description			
36 (cont.)			Science	General Science	Use scientific instruments Investigate/apply technology Construct model to depict basic concept			
				Life Science	Investigate health issues Observe health code/sanitation requirements			
				Physical Science	Investigate forms/changes of matter Investigate/apply chemical properties			
			Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes See relationships between two or more ideas, objects, or situations			
						Employability	Job Search/ Selections	Investigate training requirements for a career field/occupation
							Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Follow established rules, regulations, and policies Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task
		Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance					
		Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Demonstrate proper use of safety device Identify safety procedures required in the workplace Understand the importance of safety to the organization					

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
36 (cont.)			Social Studies	Functional Social Studies	Practice responsible personal economics Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
		Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual
37	Blend an Alcoholic Beverage (J.S. 3)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language	State ideas clearly
				Functional Writing	Complete forms and records Use content area vocabulary
			Mathematics	Operation and Calculation	Convert units of measure
				Math Application	Solve ratio/proportion problems
Data Analysis and Display	Apply sampling techniques				
			Functional Math	Make measurements Solve practical problems Apply computation skills as they are actually used on the job Calculate measurements taken from measuring devices	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills									
Obj. #	Objective	Icon	Skill	Sub Skill	Description				
37 (cont.)			Science	General Science	Use scientific instruments Investigate/apply technology Construct model to depict basic concept				
				Life Science	Investigate health issues Observe health code/sanitation requirements				
				Physical Science	Investigate forms/changes of matter Investigate/apply chemical properties				
				Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes See relationships between two or more ideas, objects, or situations			
							Employability	Job Search/ Selections	Investigate training requirements for a career field/occupation
								Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Follow established rules, regulations, and policies Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task
		Resource Management						Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance	
		Job Safety						Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Demonstrate proper use of safety device Identify safety procedures required in the workplace Understand the importance of safety to the organization	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
37 (cont.)			Social Studies	Functional Social Studies	Practice responsible personal economics Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
		Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual
38	Tilt Pour and Flame an Alcoholic Beverage (J.S. 4)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language	State ideas clearly
				Functional Writing	Complete forms and records Use content area vocabulary
			Mathematics	Operation and Calculation	Convert units of measure
				Math Application	Solve ratio/proportion problems
Data Analysis and Display	Apply sampling techniques				
			Functional Math	Make measurements Solve practical problems Apply computation skills as they are actually used on the job Calculate measurements taken from measuring devices	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
38 (cont.)			Science	General Science	Use scientific instruments Investigate/apply technology Construct model to depict basic concept		
				Life Science	Investigate health issues Observe health code/sanitation requirements		
				Physical Science	Investigate forms/changes of matter Investigate/apply chemical properties		
			Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes See relationships between two or more ideas, objects, or situations		
					Employability	Job Search/ Selections	Investigate training requirements for a career field/occupation
						Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Follow established rules, regulations, and policies Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task
		Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance				
		Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Demonstrate proper use of safety device Identify safety procedures required in the workplace Understand the importance of safety to the organization				

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
38 (cont.)			Social Studies	Functional Social Studies	Practice responsible personal economics Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
		Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual
39	Layer an Alcoholic Beverage (J.S. 5)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language	State ideas clearly
				Functional Writing	Complete forms and records Use content area vocabulary
			Mathematics	Operation and Calculation	Convert units of measure
				Math Application	Solve ratio/proportion problems
Data Analysis and Display	Apply sampling techniques				
			Functional Math	Make measurements Solve practical problems Apply computation skills as they are actually used on the job Calculate measurements taken from measuring devices	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills									
Obj. #	Objective	Icon	Skill	Sub Skill	Description				
39 (cont.)			Science	General Science	Use scientific instruments Investigate/apply technology Construct model to depict basic concept				
				Life Science	Investigate health issues Observe health code/sanitation requirements				
				Physical Science	Investigate forms/changes of matter Investigate/apply chemical properties				
				Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes See relationships between two or more ideas, objects, or situations			
							Employability	Job Search/ Selections	Investigate training requirements for a career field/occupation
								Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Follow established rules, regulations, and policies Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task
		Resource Management						Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance	
		Job Safety						Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Demonstrate proper use of safety device Identify safety procedures required in the workplace Understand the importance of safety to the organization	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
39 (cont.)			Social Studies	Functional Social Studies	Practice responsible personal economics Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
		Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual
40	Muddle and Build an Alcoholic Beverage (J.S. 6)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language	State ideas clearly
				Functional Writing	Complete forms and records Use content area vocabulary
			Mathematics	Operation and Calculation	Convert units of measure
				Math Application	Solve ratio/proportion problems
Data Analysis and Display	Apply sampling techniques				
			Functional Math	Make measurements Solve practical problems Apply computation skills as they are actually used on the job Calculate measurements taken from measuring devices	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills								
Obj. #	Objective	Icon	Skill	Sub Skill	Description			
40 (cont.)			Science	General Science	Use scientific instruments Investigate/apply technology Construct model to depict basic concept			
				Life Science	Investigate health issues Observe health code/sanitation requirements			
				Physical Science	Investigate forms/changes of matter Investigate/apply chemical properties			
			Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes See relationships between two or more ideas, objects, or situations			
						Employability	Job Search/ Selections	Investigate training requirements for a career field/occupation
							Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Follow established rules, regulations, and policies Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task
		Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance					
		Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Demonstrate proper use of safety device Identify safety procedures required in the workplace Understand the importance of safety to the organization					

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
40 (cont.)			Social Studies	Functional Social Studies	Practice responsible personal economics Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
		Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual
41	Shake and Strain an Alcoholic Beverage (J.S. 7)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language	State ideas clearly
				Functional Writing	Complete forms and records Use content area vocabulary
			Mathematics	Operation and Calculation	Convert units of measure
				Math Application	Solve ratio/proportion problems
Data Analysis and Display	Apply sampling techniques				
			Functional Math	Make measurements Solve practical problems Apply computation skills as they are actually used on the job Calculate measurements taken from measuring devices	

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills								
Obj. #	Objective	Icon	Skill	Sub Skill	Description			
41 (cont.)			Science	General Science	Use scientific instruments Investigate/apply technology Construct model to depict basic concept			
				Life Science	Investigate health issues Observe health code/sanitation requirements			
				Physical Science	Investigate forms/changes of matter Investigate/apply chemical properties			
			Critical Thinking	Cognitive Activities	Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology Evaluate results/outcomes See relationships between two or more ideas, objects, or situations			
						Employability	Job Search/ Selections	Investigate training requirements for a career field/occupation
							Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Follow established rules, regulations, and policies Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task
		Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance					
		Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Demonstrate proper use of safety device Identify safety procedures required in the workplace Understand the importance of safety to the organization					

# Basic Skills Matrix

## Unit 1: Beverage Basics (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
41 (cont.)			Social Studies	Functional Social Studies	Practice responsible personal economics Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
				Application	Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems
				Maintenance/ Troubleshooting	Identify and correct problems with equipment Report damaged or broken equipment to appropriate individual

# Basic Skills Matrix

## Unit 2: Wine

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
21	Match Grape Names by Color (A.S. 1)		Reading	Reading Comprehension	Gain factual information Distinguish fact, opinion, and inference Analyze cause and effect Draw conclusions Make generalizations Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Research/Reference	Select useful resources Locate resources
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject
				Writing	Complete forms and records Use content area vocabulary
			Science	General Science	Classify or group items
			Critical Thinking	Cognitive Activities	Identify critical elements/issues Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Evaluate alternatives Select an alternative Apply intuitive thinking techniques Transfer knowledge/training to new situations See relationships between two or more ideas, objects, or situations
			Social Studies	Functional Social Studies	Analyze current events Analyze consumer issues

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
22	Wine Flavor Sensations (A.S. 2)		Reading	Reading Comprehension	Gain factual information Distinguish fact, opinion, and inference Analyze cause and effect Draw conclusions Make generalizations Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Research/Reference	Select useful resources Locate resources
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Functional Writing	Complete forms and records Use content area vocabulary
			Science	General Science	Classify or group items
			Critical Thinking	Cognitive Activities	Identify critical elements/issues Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Evaluate alternatives Select an alternative Apply intuitive thinking techniques Transfer knowledge/training to new situations See relationships between two or more ideas, objects, or situations
			Social Studies	Functional Social Studies	Analyze current events Analyze consumer issues

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills								
Obj. #	Objective	Icon	Skill	Sub Skill	Description			
23	Pair Wine with Food (A.S. 3)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Draw conclusions Make generalizations Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed			
				Research/Reference	Select useful resources Locate resources			
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject			
					Writing	Language	State ideas clearly	
					Science	Functional Writing	Complete forms and records Use content area vocabulary	
						General Science	Classify or group items	
			Science	Physical Science	Investigate/apply chemical properties			
					Critical Thinking	Cognitive Activities	Identify critical elements/issues Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Predict results/outcomes Identify/develop alternatives Evaluate alternatives Select an alternative Devise a solution Apply intuitive thinking techniques Transfer knowledge/training to new situations See relationships between two or more ideas, objects, or situations	
			Social Studies				Functional Social Studies	Analyze current events Analyze consumer issues

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills						
Obj. #	Objective	Icon	Skill	Sub Skill	Description	
24	Wine Cooking Style and Techniques (A.S. 4)		Reading	Reading Comprehension	Analyze cause and effect Apply word analysis techniques Comprehend written information for main ideas Determine what information is needed	
				Research/Reference	Select useful resources	
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject	
				Writing	Functional Writing	Complete forms and records Use content area vocabulary
			Science		General Science	Classify or group items
				Physical Science	Analyze/classify matter Investigate forms/changes of matter Investigate forms/changes of energy Investigate/apply chemical properties Investigate/apply physical laws	
			Critical Thinking	Cognitive Activities		Identify critical elements/issues Apply a problem-solving model Analyze/synthesize information Draw conclusions Predict results/outcomes Identify/evaluate consequences Identify/develop alternatives Evaluate alternatives Select an alternative Transfer knowledge/training to new situations Evaluate results/outcomes
						Employability
			Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results	

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
25	Uncork a Bottle of Wine (J.S. 1)		Reading	Reading Comprehension	Analyze cause and effect Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject
				General Science	Apply scientific method of inquiry Investigate/apply technology
			Science	Life Science	Investigate health issues Observe health code/sanitation requirements
				Physical Science	Investigate/apply physical laws
				Oral Communication	Oral presentation Use effective body language Present appropriate appearance
			Oral Communication	Listening	Apply active listening skills
				Interactive Communication	Communicate with supervisors
				Interpersonal or Relating	General Relating
		Teamwork/ Cooperation	Select/apply appropriate behavior Investigate/identify personal styles Identify hidden purposes Control undesirable/inappropriate behavior Clarify goals/objectives		
		Leadership/ Influence	Obtain confidence in others		
			Critical Thinking	Cognitive Activities	Cognitive Activities

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
25 (cont.)			Employability	Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Follow established rules, regulations, and policies Promote the goals and values of the organization Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task		
				Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance		
				Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Identify safety procedures required in the workplace Understand the importance of safety to the organization		
					Social Studies	Functional Social Studies	Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
					Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
				Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/ Troubleshooting		Report damaged or broken equipment to appropriate individual	
26	Use a Tray to Serve a Glass of Wine (J.S. 2)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed		
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject		

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
26 (cont.)			Science	General Science	Apply scientific method of inquiry Investigate/apply technology
				Life Science	Investigate health issues Observe health code/sanitation requirements
				Physical Science	Investigate/apply physical laws
			Oral Communication	Oral presentation	Use effective body language Present appropriate appearance
				Listening	Apply active listening skills
				Interactive Communication	Communicate with supervisors
			Interpersonal or Relating	General Relating	Investigate/apply communication process models Analyze/apply nonverbal communication Interact with supervisors
				Teamwork/ Cooperation	Select/apply appropriate behavior Investigate/identify personal styles Identify hidden purposes Control undesirable/inappropriate behavior Clarify goals/objectives
				Leadership/ Influence	Obtain confidence in others
			Critical Thinking	Cognitive Activities	Identify critical elements/issues Define a problem Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
26 (cont.)			Employability	Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Follow established rules, regulations, and policies Promote the goals and values of the organization Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task		
				Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance		
				Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Identify safety procedures required in the workplace Understand the importance of safety to the organization		
					Social Studies	Functional Social Studies	Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
					Technology	Selection	Choose procedures, tools, or equipment including computers and related technologies that will produce the desired results
				Application		Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems	
				Maintenance/ Troubleshooting		Report damaged or broken equipment to appropriate individual	
27	Open and Serve Sparkling Wine (J.S. 3)		Reading	Reading Comprehension	Gain factual information Analyze cause and effect Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed		
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject		

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
27 (cont.)			Science	General Science	Apply scientific method of inquiry Investigate/apply technology
				Life Science	Investigate health issues Observe health code/sanitation requirements
				Physical Science	Investigate/apply physical laws
			Oral Communication	Oral presentation	Use effective body language Present appropriate appearance
				Listening	Apply active listening skills
				Interactive Communication	Communicate with supervisors
			Interpersonal or Relating	General Relating	Investigate/apply communication process models Analyze/apply nonverbal communication Interact with supervisors
				Teamwork/ Cooperation	Select/apply appropriate behavior Investigate/identify personal styles Identify hidden purposes Control undesirable/inappropriate behavior Clarify goals/objectives
				Leadership/ Influence	Obtain confidence in others
			Critical Thinking	Cognitive Activities	Identify critical elements/issues Define a problem Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Predict results/outcomes Identify/evaluate consequences Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Apply new technology

# Basic Skills Matrix

## Unit 2: Wine (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
27 (cont.)			Employability	Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Follow established rules, regulations, and policies Promote the goals and values of the organization Exert a high level of effort and perseverance towards goal attainment Set high standards for self in completion of a task		
				Resource Management	Complete task in a timely manner Perform routine tasks related to equipment operation and/or maintenance		
				Job Safety	Demonstrate safe use of tools, equipment, and supplies Observe safety rules Follow safety procedures Identify safety procedures required in the workplace Understand the importance of safety to the organization		
					Social Studies	Functional Social Studies	Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues
							Technology
				Application	Demonstrate the proper procedures for setting up and operating equipment, including computers and their programming systems		
				Maintenance/ Troubleshooting	Report damaged or broken equipment to appropriate individual		

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
15	Local, State, and Federal Alcohol Laws (A.S. 1)		Reading	Reading Comprehension	Gain factual information Distinguish fact, opinion, and inference Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed		
				Research/Reference	Select useful resources Locate resources Find materials in library Use standard references Use in-book reference tools Use audiovisual media Use computer database Use magazines and newspapers		
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject		
			Writing	Language	State ideas clearly		
				Research	Take notes		
				Functional Writing	Complete forms and records Use content area vocabulary		
			Critical Thinking	Cognitive Activities	Collect/record information Identify critical elements/issues Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Devise a solution Apply intuitive thinking techniques Transfer knowledge/training to new situations Evaluate results/outcomes See relationships between two or more ideas, objects, or situations		
					Employability	Job Acquisition/Development	Follow established rules, regulations, and policies Promote the goals and values of the organization
						Job Safety	Identify safety procedures required in the workplace Understand the importance of safety to the organization

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
15 (cont.)			Social Studies	Information Analysis	Collect/record data Distinguish trends and predict impact of actions on systems operations
				Social Studies Application	Investigate/apply principles of government/politics Investigate/apply principles of economics Investigate/apply principles of ethics
				Functional Social Studies	Participate in industrial relations Analyze current events Analyze consumer issues Analyze social issues Understand how social, organizational, and technological systems work and operate effectively
16	Troubleshooting Legal Scenarios (A.S. 2)		Reading	Reading Comprehension	Distinguish fact, opinion, and inference Recognize stereotyping and bias Analyze cause and effect Draw conclusions Make generalizations React to written material Apply word analysis techniques Comprehend written information for main ideas Determine what information is needed
				Research/Reference	Select useful resources Locate resources
				Functional Reading	Interpret forms and records Follow written instructions Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language	Use standard grammar, spelling, and capitalization State ideas clearly
				Composition	Use complete sentences
				Functional Writing	Complete forms and records Use content area vocabulary

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
16 (cont.)			Critical Thinking	Cognitive Activities	Collect/record information Identify critical elements/issues Define a problem Identify underlying causes Analyze/synthesize information Draw conclusions Evaluate alternatives Select an alternative Devise a solution Apply intuitive thinking techniques Transfer knowledge/training to new situations Develop an action plan See relationships between two or more ideas, objects, or situations
			Social Studies	Social Studies Applications	Investigate/apply principles of economics Investigate/apply principles of ethics
			Functional Social Studies	Practice good work ethics Analyze current events Analyze consumer issues Analyze social issues	
17	Perform an ID Check (J.S. 1)		Reading	Reading Comprehension	Gain factual information Distinguish fact, opinion, and inference Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed
				Functional Reading	Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Mathematics	Math Application	Solve time/rate/distance problems Apply algebra principles
				Functional Math	Solve practical problems Apply computation skills as they are actually used on the job

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
17 (cont.)			Oral Communication	Oral Presentation	Use good speaking techniques Select/use words effectively Use effective body language		
				Listening	Apply active listening skills Distinguish fact, opinion, and inference Draw conclusions/make generalizations Analyze/identify point of view		
				Interactive Communication	Apply questioning techniques Analyze/apply nonverbal communication		
			Interpersonal or Relating	General Relating	Investigate/apply communication process models Analyze/apply nonverbal communication Interact with family/friends Apply information to life experiences		
				Teamwork/ Cooperation	Select/apply appropriate behavior Investigate/identify personal styles Give/receive feedback Identify hidden purposes Control undesirable/inappropriate behavior Clarify goals/objectives		
				Leadership/ Influence	Analyze/apply leadership styles Analyze/apply management styles		
			Critical Thinking	Cognitive Activities	Collect/record information Identify critical elements/issues Define a problem Identify underlying causes Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Identify/evaluate consequences Apply intuitive thinking techniques Transfer knowledge/training to new situations See relationships between two or more ideas, objects, or situations		
					Employability	Job Acquisition/ Development	Analyze duties/requirements/benefits of specific job Master specific job task/procedure Practice good work habits/attitudes Practice good personal presentation Develop effective leadership Promote the goals and values of the organization
						Resource Management	Complete task in a timely manner

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
17 (cont.)			Social Studies	Information Analysis  Social Studies Application  Functional Social Studies	Collect/record data  Investigate/apply principles of government/politics Investigate/apply principles of ethics Investigate/apply principles of sociology  Practice good work ethics Select/use sources of information on current events Analyze current events Analyze consumer issues Analyze social issues Understand how social, organizational, and technological systems work and operate effectively
18	Stop Beverage Service to an Intoxicated Customer (J.S. 2)		Reading	Reading Comprehension  Functional Reading	Gain factual information Distinguish fact, opinion, and inference Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed  Interpret forms and records Follow written instructions Interpret graphics and symbols Interpret abbreviations/acronyms Read content area vocabulary Apply/understand technical words that pertain to subject
			Oral Communication	Oral Presentation  Listening  Interactive Communication	Use good speaking techniques Select/use words effectively Use effective body language  Apply active listening skills Distinguish fact, opinion, and inference Draw conclusions/make generalizations Analyze/identify point of view  Apply questioning techniques Analyze/apply nonverbal communication

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
18 (cont.)			Interpersonal or Relating	General Relating	Investigate/apply communication process models Analyze/apply nonverbal communication Interact with family/friends Apply information to life experiences
				Teamwork/ Cooperation	Select/apply appropriate behavior Investigate/identify personal styles Give/receive feedback Identify hidden purposes Control undesirable/inappropriate behavior Clarify goals/objectives
				Leadership/ Influence	Analyze/apply leadership styles Analyze/apply management styles
			Critical Thinking	Cognitive Activities	Collect/record information Identify critical elements/issues Define a problem Identify underlying causes Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Identify/evaluate consequences Apply intuitive thinking techniques Transfer knowledge/training to new situations See relationships between two or more ideas, objects, or situations
					Employability
		Resource Management	Complete task in a timely manner		

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
18 (cont.)			Social Studies	Information Analysis Social Studies Application Functional Social Studies	Collect/record data Investigate/apply principles of government/politics Investigate/apply principles of ethics Investigate/apply principles of sociology Practice good work ethics Select/use sources of information on current events Analyze current events Analyze consumer issues Analyze social issues Understand how social, organizational, and technological systems work and operate effectively
19	Document an Accident Involving an Intoxicated Individual (J.S. 3)		Reading	Reading Comprehension Functional Reading	Gain factual information Distinguish fact, opinion, and inference Recognize stereotyping and bias Recognize propaganda Analyze cause and effect Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed Interpret forms and records Follow written instructions Read aloud Read content area vocabulary Apply/understand technical words that pertain to subject
			Writing	Language Composition Research Functional Writing	State ideas clearly Compose reports Take notes Complete forms and records Use content area vocabulary
			Science	General Science Life Science	Apply scientific method of inquiry Investigate health issues Observe health/sanitation requirements

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
19 (cont.)			Interpersonal or Relating	<p>General Relating</p> <p>Teamwork/ Cooperation</p> <p>Leadership/ Influence</p>	<p>Investigate/apply communication process models</p> <p>Analyze/apply nonverbal communication</p> <p>Apply information to life experiences</p> <p>Select/apply appropriate behavior</p> <p>Investigate/identify personal styles</p> <p>Control undesirable/inappropriate behavior</p> <p>Analyze/apply leadership styles</p> <p>Analyze/apply management styles</p> <p>Obtain confidence in others</p> <p>Develop esteem in self/others</p> <p>Persuade others</p>
			Critical Thinking	Cognitive Activities	<p>Collect/record information</p> <p>Identify critical elements/issues</p> <p>Define a problem</p> <p>Identify underlying causes</p> <p>Apply a problem-solving model</p> <p>Analyze/synthesize information</p> <p>Identify/analyze underlying assumptions</p> <p>Draw conclusions</p> <p>Predict results/outcomes</p> <p>Identify/evaluate consequences</p> <p>Identify/develop alternatives</p> <p>Evaluate alternatives</p> <p>Select an alternative</p> <p>Devise a solution</p> <p>Create a finished product</p> <p>Apply intuitive thinking techniques</p> <p>Transfer knowledge/training to new situations</p> <p>Develop an action plan</p> <p>Evaluate results/outcomes</p> <p>See relationships between two or more ideas, objects, or situations</p>

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
19 (cont.)			Employability	Job Acquisition/ Development	Master specific job task/procedure Complete job-related applications Apply business etiquette Practice good work habits/attitudes Practice good personal presentation Develop self-confidence/esteem Develop effective leadership Follow established rules, regulations, and policies Promote the goals and values of the organization Set high standards for self in completion of a task
				Resource Management	Complete task in a timely manner
				Job Safety	Observe safety rules Follow safety procedures Identify safety procedures required in the workplace Understand the importance of safety to the organization
			Social Studies	Information Analysis	Collect/record data Analyze/interpret demographic information Distinguish trends and predict impact of actions on systems operations
				Social Studies Application	Investigate/apply principles of ethics Investigate/apply principles of sociology
				Functional Social Studies	Practice good work ethics Investigate/apply American legal practices Analyze consumer issues Analyze social issues Understand how social, organizational, and technological systems work and operate effectively

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills							
Obj. #	Objective	Icon	Skill	Sub Skill	Description		
20	Document an Accident Involving an Employee (J.S. 4)		Reading	Reading Comprehension	Gain factual information Distinguish fact, opinion, and inference Recognize stereotyping and bias Recognize propaganda Analyze cause and effect Draw conclusions Make generalizations React to written material Apply word analysis techniques Analyze and apply what has been read to specific task Comprehend written information for main ideas Determine what information is needed		
				Functional Reading	Interpret forms and records Follow written instructions Read aloud Read content area vocabulary Apply/understand technical words that pertain to subject		
					Writing	Language	State ideas clearly
						Composition	Compose reports
						Research	Take notes
						Functional Writing	Complete forms and records Use content area vocabulary
			Science	General Science	Apply scientific method of inquiry		
				Life Science	Investigate health issues Observe health/sanitation requirements		
			Interpersonal or Relating	General Relating	Investigate/apply communication process models Analyze/apply nonverbal communication Apply information to life experiences		
					Teamwork/ Cooperation	Select/apply appropriate behavior Investigate/identify personal styles Control undesirable/inappropriate behavior	
				Leadership/ Influence	Analyze/apply leadership styles Analyze/apply management styles Obtain confidence in others Develop esteem in self/others Persuade others		

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
20 (cont.)			Critical Thinking	Cognitive Activities	Collect/record information Identify critical elements/issues Define a problem Identify underlying causes Apply a problem-solving model Analyze/synthesize information Identify/analyze underlying assumptions Draw conclusions Predict results/outcomes Identify/evaluate consequences Identify/develop alternatives Evaluate alternatives Select an alternative Devise a solution Create a finished product Apply intuitive thinking techniques Transfer knowledge/training to new situations Develop an action plan Evaluate results/outcomes See relationships between two or more ideas, objects, or situations
				Employability	

# Basic Skills Matrix

## Unit 3: Laws and Responsible Beverage Service (continued)

Academic and Workplace Skills					
Obj. #	Objective	Icon	Skill	Sub Skill	Description
20 (cont.)			Social Studies	Information Analysis	Collect/record data Analyze/interpret demographic information Distinguish trends and predict impact of actions on systems operations
				Social Studies Application	Investigate/apply principles of ethics Investigate/apply principles of sociology
				Functional Social Studies	Practice good work ethics Investigate/apply American legal practices Analyze consumer issues Analyze social issues Understand how social, organizational, and technological systems work and operate effectively



## Glossary

### Abbreviations:

**BAC** (Blood Alcohol Concentration) – *Unit 3*

**HDL** (High Density Lipoproteins) – *Unit 1*

- **Alcohol** – Colorless liquid that is the byproduct of fermented sugars and starches; is the intoxicating agent in fermented beverages (*Unit 1*)
- **Antioxidant** – Substance that prevents cells from aging or becoming cancerous (*Unit 1*)
- **Aperitif** – Alcoholic beverage consumed before a meal (*Unit 2*)
- **Aphids** – Insects that transfer viruses to plants and suck out sap (*Unit 2*)
- **Blood Alcohol Concentration** – Concentration of alcohol contained in a person's blood; measured by grams of alcohol in one milliliter of blood; discussed as a percentage (*Unit 3*)  
*Example:* A BAC of 0.10 indicates there is 1/10 of a gram of alcohol in 100 milliliters of a person's blood, or the person's blood contains 10 percent alcohol.
- **Bouquet** – Scent of a particular wine (*Unit 2*)
- **Brewed** – Tea prepared by soaking in very hot water; beer prepared by the steeping, boiling, and fermenting process (*Unit 1*)
- **Caffeine** – A stimulant found in some drinks and foods; consumption temporarily increases energy levels (*Unit 1*)
- **Carbon dioxide** – Colorless, odorless gas that is produced by the release of oxygen (*Unit 2*)
- **Casks** – Wooden barrels containing alcoholic beverages (*Unit 1*)
- **Catalyst** – Substance that modifies or increases a reaction (*Unit 1*)
- **Charred** – Something that has been blackened by fire (*Unit 2*)
- **Clarifier** – Substance that makes a liquid clear (*Unit 2*)
- **Coagulate** – To thicken into a soft mass (*Unit 1*)
- **Concentrated** – To make a substance thicker or stronger by removing the water (*Unit 1*)
- **Crop** – Group of plants grown for use in food or manufacturing (*Unit 2*)
- **Cross-contaminating** – To transfer germs or other pathogens from one object to another, such as using an unclean hand or knife to prepare food (*Unit 2*)
- **Curd** – Cheese-like substance made in milk that has “clumped” together (*Unit 1*)
- **Decaffeinated** – Beverage with all or most of the caffeine removed (*Unit 1*)
- **Decanter** – Decorative bottle with a stopper that is used to serve drinks (*Unit 2*)
- **Dehydrated** – Product that has been dried and preserved by having all the moisture removed (*Unit 1*)
- **Dilution** – Reducing the strength of beverages by adding water (*Unit 1*)
- **Disgorging** – Process of liquids or gasses gushing out of a container in a stream (*Unit 2*)

## Glossary

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- **Disinfectant** – Chemical that kills germs (*Unit 1*)
- **Distillation** – Process where a liquid base is heated to concentrate the contents (*Unit 1*)
- **Dollop** – Spoon-sized quantity of a thick substance (*Unit 1*)
- **Dosage** – Extra ingredient(s) added to a substance (*Unit 2*)
- **Dry** – Beverage that lacks sweetness (*Unit 2*)
- **Effervescence** – Liquid that produces tiny gas bubbles; often has accompanying foam and soft hissing noise (*Unit 1*)
- **Esophagus** – Body organ that serves as a tube to carry food from the mouth to the digestive system (*Unit 3*)
- **Estate** – Private home surrounded by considerable amount of farmed land (*Unit 2*)
- **Expired** – Card that is no longer valid because the current date is older than the expiration date listed on the card (*Unit 3*)
- **Fermentation** – Process in which sugar is converted to alcohol; yeast is often the catalyst; other organic ingredients are also used (*Unit 1*)
- **Flammability** – Ability to catch on fire (*Unit 1*)
- **Fortified** – Wine that has extra alcohol added (*Unit 2*)
- **Fountain** – A drink that comes from a machine that mixes soda syrup and carbonated water (*Unit 1*)
- **Germinate** – To begin to grow from a seed into a new plant (*Unit 1*)
- **Grading** – Category of product quality (*Unit 1*)
- **Grain** – Small, hard seed that is capable of producing a new plant (*Unit 1*)
- **Gravity** – Force that pulls objects downward, towards the earth (*Unit 1*)
- **Grinds** – Roasted coffee beans that have been crushed into very small pieces (*Unit 1*)
- **Harvest** – Season when crops are ripe and ready to be gathered (*Unit 2*)
- **HDL cholesterol** – High Density Lipoproteins; lipids in the blood that can be either helpful or harmful to heart health (*Unit 1*)
- **Homogenized** – Milk that has been processed so it has an even consistency; heat treated so the fat doesn't separate from the liquid and form a layer on top (*Unit 1*)
- **Hybrid** – A product made from a mixture of similar elements (*Unit 1*)
- **Ignited** – Something that is hot or has an open flame (*Unit 1*)
- **Impairment** – Mental state caused by the influence of drugs, alcohol, or mental illness where a person's faculties are lessened to the point where he or she cannot function in a normal capacity (*Unit 3*)
- **Inhibitions** – Feelings that prevent a person from acting spontaneously or speaking their mind freely (*Unit 3*)
- **Kegs** – Aluminum barrels used to store and transport beer (*Unit 1*)
- **Lawsuit** – Disagreement between two parties (or people) that is taken to a court for a judge to decide which party is liable for any damages incurred (*Unit 3*)
- **Liability** – Party or person responsible for damages or costs incurred (*Unit 3*)
- **Liqueurs** – Sweetened beverages made of neutral distilled alcohol spirits combined with one or more aromatic flavoring substances; usually consumed after a meal (*Unit 1*)

## Glossary

- **Liquors** – Distilled alcoholic spirits made from fermented plants and grains (*Unit 1*)
- **Malted** – Made with grain, especially barley (*Unit 1*)
- **Mammary glands** – Female milk-producing glands (*Unit 1*)
- **Must** – Moldy layer that develops atop wine prior to and during fermentation (*Unit 2*)
- **Neat** – Drink that is not diluted with water, ice cubes, or a drink mixer (*Unit 1*)
- **Neutral** – High alcohol content spirit; distilled with at least 190 proof (*Unit 2*)
- **Osmosis** – Fluid passed through a membrane (filter) to slowly change its concentration of ingredients (*Unit 1*)
- **Palate** – Areas of the tongue that taste substances (*Unit 2*)
- **Pasteurized** – A food product that has been heat treated to kill harmful bacteria, making it safer to consume (*Unit 1*)
- **Reconstituted** – Material brought back to its original state by adding liquid (*Unit 1*)
- **Refine** – Removing impurities from a product to make it purer (*Unit 1*)
- **Riddle** – Process of yeast settling in the neck of a bottle so it can be removed (*Unit 2*)
- **Rim** – Raised circular hole at the top of a bottle where liquids pour out (*Unit 2*)
- **Rocks** – Served with ice (*Unit 1*)
- **Skim** – Milk with most or all of its fat removed (*Unit 1*)
- **Small intestine** – Part of the intestine between the stomach and large intestine that digests food and absorbs nutrients (*Unit 3*)
- **Spirit** – Strong alcoholic drink made from distillation (*Unit 1*)
- **Steep** – To soak in a liquid (*Unit 1*)
- **Stemmed** – Narrow part of a glass that connects the stand to the bowl (*Unit 1*)
- **Sulfites** – Fruit preservatives made of salt or sulfurous acid that causes allergic reactions in some individuals (*Unit 2*)
- **Surname** – Name that identifies an individual as being part of a particular family (*Unit 2*)
- **Sustenance** – Nourishment from food that supports life (*Unit 1*)
- **Sweet** – Tastes like sugar (*Unit 2*)
- **Tamped** – When a substance is compared by repeated tapping or pushing (*Unit 1*)
- **Tannins** – Chemical found in grapes that give wine a woody flavor (*Unit 2*)
- **Tap** – Water that comes directly from the faucet (*Unit 1*)
- **Vaporizes** – When something turns into a gas or tiny moisture particles (*Unit 1*)
- **Variety** – Group of plants that are divided by distinguishing characteristics, such as flower or leaf type (*Unit 2*)
- **Volume** – Space inside an object (*Unit 2*)
- **Yeast** – Simple fungus found in nature that ferments sugars (*Unit 2*)



<b>Unit Contents</b>		<b>Teacher Page</b>
<b>Teacher Edition Components</b>	Suggested Activities . . . . .	T 1–3
	Learning Activities Sheet . . . . .	T 1–9
	Written Test. . . . .	T 1–13
	Written Test—Answer Key . . . . .	T 1–37
	Answers to Assignment Sheets	
	Assignment Sheet 1—Answer Key . . . . .	T 1–61
	Assignment Sheet 2—Answer Key . . . . .	T 1–63
	Assignment Sheet 3—Answer Key . . . . .	T 1–65
	Assignment Sheet 4—Answer Key . . . . .	T 1–69
	Assignment Sheet 5—Answer Key . . . . .	T 1–71
	Unit Review . . . . .	T 1–73
	Unit Review—Answer Key . . . . .	T 1–87
	Transparency Masters	
	1—Blade and Burr Grinders . . . . .	T 1–101
	2—Chemex Coffee Preparation . . . . .	T 1–103
	3—Cold Brewing Coffee Preparation . . . . .	T 1–105
	4—French Press Coffee Preparation . . . . .	T 1–107
	5—Percolated Coffee Preparation . . . . .	T 1–109
	6—Turkish Coffee Preparation . . . . .	T 1–111
	7—Vietnamese Coffee Preparation . . . . .	T 1–113
	8—Espresso Machine Components and Process . . . . .	T 1–115
	9—Types of Espresso Drinks . . . . .	T 1–117
10—Specialty Beer Characteristics . . . . .	T 1–119	
11—Distillation Process . . . . .	T 1–121	
12—Packaging of Alcoholic Beverages . . . . .	T 1–123	
13—Beverage Glassware . . . . .	T 1–125	
14—Stemmed Glassware . . . . .	T 1–127	
15—Bar Tools . . . . .	T 1–129	
16—Ice Machine Components . . . . .	T 1–131	
17—Milk/Juicer Dispenser Components . . . . .	T 1–133	
18—Frozen Drink/Soft Serve Machine Components . . . . .	T 1–135	
19—Blended Drink . . . . .	T 1–137	
20—Built Drink . . . . .	T 1–139	
21—Flamed Drink . . . . .	T 1–141	
22—Layered Drink . . . . .	T 1–143	

# Unit Contents

## Student Edition Components

23—Muddled Drink . . . . .	T 1–145
24—Shaken Drink . . . . .	T 1–147
25—Stirred Drink . . . . .	T 1–149
26—Strained Drink . . . . .	T 1–151
27—Tilt Poured Drink . . . . .	T 1–153

## Student Guide

Objective Sheet . . . . .	Page 1–3
Information Sheet . . . . .	Page 1–5

## Student Worksheets

### \* Assignment Sheets

1—Match Types of Fermented Beverages with Their Characteristics . . . . .	SW 1–1
2—Match Types of Distilled Beverages with Their Characteristics . . . . .	SW 1–3
3—Match Glassware with Their Names . . . . .	SW 1–5
4—Match Bar Tools with Their Names . . . . .	SW 1–9
5—Name the Beverage Preparation Process . . . . .	SW 1–11

### \* Job Sheets

1—Prepare and Evaluate Coffee . . . . .	SW 1–13
2—Build and Stir an Alcoholic Beverage . . . . .	SW 1–17
3—Blend an Alcoholic Beverage . . . . .	SW 1–19
4—Tilt Pour and Flame an Alcoholic Beverage . . . . .	SW 1–21
5—Layer an Alcoholic Beverage . . . . .	SW 1–25
6—Muddle and Build an Alcoholic Beverage . . . . .	SW 1–27
7—Shake and Strain an Alcoholic Beverage . . . . .	SW 1–31

\* Student Worksheets are located in the back of the Student Edition.

**Suggested Activities****Instructional Plan****Preparation**

- Read the unit carefully and plan for instruction.
- Review “Teaching Suggestions.” Plan for classroom activities.
- Plan your presentation to take advantage of student learning styles and to accommodate special-needs students.
- Prepare classroom. Put up posters and charts and display articles and other references related to this unit.
- Obtain films, videotapes/CDs, and other resources to supplement instruction of this unit. See “Suggested Supplemental Resources” for more information.
- For self-paced instruction, review Learning Activities Sheet. Modify as appropriate to include additional activities and/or resources available in your classroom. Make one copy for each student.
- Make acetate transparencies from the Transparency Masters included in this unit. These appear only in the Teacher Edition.
- The Transparency Masters for each Unit of Instruction have also been provided as a PowerPoint® presentation. They may be used “as is” or may be modified by the instructor to include additional information and illustrations.

TM 1—Blade and Burr Grinders

TM 2—Chemex Coffee Preparation

TM 3—Cold Brewing Coffee Preparation

TM 4—French Press Coffee Preparation

TM 5—Percolated Coffee Preparation

TM 6—Turkish Coffee Preparation

TM 7—Vietnamese Coffee Preparation

TM 8—Espresso Machine Components and Process

TM 9—Types of Espresso Drinks

TM 10—Specialty Beer Characteristics

TM 11—Distillation Process

TM 12—Packaging of Alcoholic Beverages

TM 13—Beverage Glassware

TM 14—Stemmed Glassware

TM 15—Bar Tools

TM 16—Ice Machine Components

TM 17—Milk/Juicer Dispenser Components

## Suggested Activities

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TM 18—Frozen Drink/Soft Serve Machine Components  
TM 19—Blended Drink  
TM 20—Built Drink  
TM 21—Flamed Drink  
TM 22—Layered Drink  
TM 23—Muddled Drink  
TM 24—Shaken Drink  
TM 25—Stirred Drink  
TM 26—Strained Drink  
TM 27—Tilt Poured Drink

### **Delivery and Application**

#### *Unit Introduction (self-paced instruction)*

- Provide student with Learning Activities Sheet and unit of instruction.
- Review unit contents with student.
- Have the student complete the steps in the learning activities sheet.

#### *Unit Introduction (group instruction)*

- Provide students with unit of instruction.
- Discuss unit and specific objectives.
- Discuss the Information Sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
- Discuss the Assignment Sheets. Review with students the criteria for evaluation of these activities.
- Discuss and demonstrate the Job Sheets. Make sure all required tools, equipment, and materials are available. Review with students the criteria for evaluation of these activities and the rating scale that will be used to indicate job performance.

### **Teaching Suggestions**

- Discuss job opportunities and the job outlook for the beverage management industry. Provide students with wage and salary figures for various beverage management jobs in your area.
- Invite former students who are presently employed in a beverage operation to participate in a panel discussion on the beverage industry.

## Suggested Activities

- Because distilled and fermented beverages are so diverse, have each student select an alcohol of their choice and develop a two-page, typed report over its history, creation, and uses.
- Visit a local brewery to learn more about the beer brewing process.
- Play “Name that Item,” where students compete to correctly identify the names of particular beverage glassware and tools.
- Give each student a 3x5 index card on which they write a fermented or distilled beverage fact on one side, and the answer on the other side. The teacher collects the cards and the students can play a Jeopardy-style game.
- Ask students to create posters with art that identifies portions and ingredients needed to create various coffee drinks.
- Provide students with three types of orange juices: fresh, from concentrate, and canned. Ask students to write a one-page reaction to each of the juices, describing how their flavors are alike and how they differ.
- Have a milk-tasting day, where students can sample the various kinds of milk, including whole fat, low-fat, nonfat, cream, half-and-half, acidophilus, goat’s milk, and coconut milk, among others.
- If allowed, encourage students to attend a wine and/or beer tasting of their choice.
- Host a “Beverage Correction Party.” Make a pot of coffee, tea, fountain soft drink, juice, or other drink incorrectly – either too strong, weak, syrupy, or bitter. Have students write a reaction as to how they would correct the drink or remake properly.
- Have students write a three page report on the history on their choice of fermented or distilled beverage, such as Scotch, rum, whisky, cider, mead, sake, or other drink. Then, ask them to present a three to five minute speech over the findings.
- Set up stations where students can practice common beverage service techniques of pouring ice water from a pitcher into a glass, loading and balancing a tray, carrying a tray loaded with full glassware, taking orders using abbreviations, and/or bussing a table.
- Ask students to pair up in teams to demonstrate for the class how to make a specific alcoholic or non-alcoholic beverage. They must include safety and sanitation tips.
- Provide a library of drink recipe and beverage management books for your students. Allow them to leaf through the books at their own leisure when finished with other work.

## Suggested Activities

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### Evaluation

- Make copies of the pretest (Written Test). Add or modify test items as needed. The Written Test can serve as both a pretest and a posttest to assist in measuring each student's competency gains.
- Give and evaluate pretest. Modify lesson plan to include additional instruction for those areas where students are deficient.
- Evaluate the Assignment Sheets. Rate the student using the criteria listed on each Assignment Sheet. See "Answers to Assignment Sheets" for correct answers where applicable. If the student's performance is unacceptable, have the student review the appropriate materials and complete the assignment again.

Two sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

#### Sample A

4—**Skilled**—Can perform job with no additional training.

3—**Moderately skilled**—Has performed job during training program; limited additional training may be required.

2—**Limited skill**—Has performed job during training program; additional training is required to develop skill.

1—**Unskilled**—Is familiar with process, but is unable to perform job.

0—**No exposure**—No information or practice provided during training program.

#### Sample B

**Yes**—Can perform job with no additional training.

**No**—Is unable to perform job satisfactorily.

- Give and evaluate the posttest.
- Copy, give, and evaluate the Unit Review.
- Compile the Written Test, Assignment Sheets, and Unit Review scores, including any additional assignments.
- Meet individually with students to evaluate their progress through this unit of instruction and indicate to them possible areas of improvement.
- Reteach and retest as required.

## Suggested Activities

### Resources Used in Developing This Unit



#### Electronic Media

- Community Alcohol Information Program (CAIP) - [www.nh-dwi.com/caip-210.htm](http://www.nh-dwi.com/caip-210.htm).
- Eric Chudler, Ph.D. Director of Education and Outreach. Seattle, WA: University of Washington Engineered Biomaterials (UWEB). <http://faculty.washington.edu/chudler/alco.html>.
- Patricia Kendall, Ph.D. R.D. Food Science and Human Nutrition Specialist, *Finding Health Benefits in Tea Leaves*. Colorado State University Cooperative Extension. June 21, 2000. [www.ext.colostate.edu/pubs/columnn/nn00621.html](http://www.ext.colostate.edu/pubs/columnn/nn00621.html).
- Professor David J. Hanson, Ph.D. Professor Emeritus of Sociology. Used by permission of [www.alcoholinformation.org](http://www.alcoholinformation.org).
- Washington State Department of Labor and Industries. [www.lni.wa.gov/Safety/Basics/Programs/Accident/Samples/RestaurantAPPSample.doc](http://www.lni.wa.gov/Safety/Basics/Programs/Accident/Samples/RestaurantAPPSample.doc).

### Suggested Supplemental Resources



#### Print Media

- Blue, Anthony Dias. *The Complete Book of Spirits: A Guide to Their History, Production, and Enjoyment*. New York, NY: HarperCollins Publishers. 2004.
- Degroff, Dale. *The Craft of the Cocktail: Everything You Need to Know to Be a Master Bartender (with 500 Recipes)*. New York, NY: Clarkson Potter. 2002.
- Jackson, Michael and Sharon Lucas. *Michael Jackson's Great Beer Guide*. DK Adult. 2000.
- Mautone, Nick and Marah Stets and Mette Randem. *Raising the Bar: Better Drinks, Better Entertaining*. Artisan Books. 2004.
- O'Hara, Christopher B. *Great American Beer: 50 Brands that Shaped the 20th Century*. New York, NY: Clarkson Potter. 2006.
- Perry, Sara and Alison Miksch. *The New Tea Book: A Guide to Black, Green, Herbal, and Chai Tea*. San Francisco, CA: Chronicle Books, LLC. 2001.
- Rasmussen, Wendy and Ric Rhinehart. *Tea Basics: A Quick and Easy Guide*. New York, NY: John Wiley and Sons. 1999.
- Regan, Gary. *The Joy of Mixology: The Consummate Guide to the Bartender's Craft*. New York, NY: Clarkson Potter, 2003.
- Reynolds, Virginia and Kerren Barbas. *The Little Black Book of Cocktails: The Essential Guide to New and Old Classics*. White Plains, NY: Peter Pauper Press. 2003.

## Suggested Activities

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- Standage, Tom. *A History of the World in Six Glasses*. Walker and Company. 2005.
- Swierczynski, Duane. *The Big Book O'Beer: Everything You Ever Wanted to Know About the Greatest Beverage on Earth*. Philadelphia, PA: Quirk Books. 2004.

### Electronic Media



- Alcohol cooking substitutions chart: <http://homecooking.about.com/library/archive/blalcohol6.htm>.
- Beer brewing encyclopedia information: <http://en.wikipedia.org/wiki/Brewing>
- Interactive milk Websites: [www.got-milk.com](http://www.got-milk.com) and [www.whymilk.com](http://www.whymilk.com)
- Fruit and vegetable juice tips: [www.evitamins.com/healthnotes.asp?ContentID=1795005](http://www.evitamins.com/healthnotes.asp?ContentID=1795005)
- All about tea: [www.inpursuitoftea.com/SearchResults.asp?Cat=18&Redirected=Y](http://www.inpursuitoftea.com/SearchResults.asp?Cat=18&Redirected=Y)
- Pictorial review of the coffee industry: [www.nationalgeographic.com/coffee](http://www.nationalgeographic.com/coffee)
- Barware illustrations: [www.cocktailtimes.com/barware](http://www.cocktailtimes.com/barware) and [www.cocktaildb.com/barwr\\_browse?category=3](http://www.cocktaildb.com/barwr_browse?category=3)
- Compilation of various bar glassware: [www.hospitalityguild.com/barglass.htm](http://www.hospitalityguild.com/barglass.htm)
- History and facts about hot chocolate and cocoa: [www.whatscookingamerica.net/Beverage/HotChocolate.htm](http://www.whatscookingamerica.net/Beverage/HotChocolate.htm)
- Current events regarding beverages: [www.ameribev.org/index.aspx](http://www.ameribev.org/index.aspx)
- All about soft drinks: [http://mdmd.essortment.com/historyofsoft\\_rntg.htm](http://mdmd.essortment.com/historyofsoft_rntg.htm)
- Video clips demonstrating how to flambé, deglaze, and sauté: [www.foodnetwork.com/food/ck\\_dm\\_cooking\\_techniques/0,1904,FOOD\\_18997,00.html](http://www.foodnetwork.com/food/ck_dm_cooking_techniques/0,1904,FOOD_18997,00.html)



- \* Website addresses were accurate and all content on referenced Websites was appropriate during development and production of this product. However, Websites sometimes change; MAVCC takes no responsibility for a site's content. The inclusion of a Website does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Websites prior to use.

Prerequisites:  
None

### Learning Activities Sheet

Student Name \_\_\_\_\_

Place a checkmark in the appropriate box as you complete each of the steps below.



- 1. **Take** Pretest (Written Test) provided by instructor. After test has been evaluated, follow instructor’s recommendations.
- 2. **Stop** Have your instructor evaluate your performance.
- 3. **Read** Objective Sheet.
- 4. **Study** Information Sheet, Objectives 1 and 2 concerning terminology and the relationship between food and alcoholic beverages.

**Optional**



- 5. **Research** Online resources to learn more about the relationship between food and beverages. Your instructor will list several Websites on the blanks below. Visit at least two of the following Internet sites:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

- 6. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 7. If the evaluation is not satisfactory, repeat steps 4 and 5.

- 7. **Study** Information Sheet, Objectives 3 and 4 concerning milk and soft drinks.

**Optional**

- 8. **Visit** Your facility’s kitchen area to examine the set-up, connections, and tanks on a soft drink machine.

# Learning Activities Sheet

**Optional**



- 9. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 10. If the evaluation is not satisfactory, repeat steps 7 and 8.
- 10. **Study** Information Sheet, Objectives 5 through 7 concerning teas, water, and juices.
- 11. **Research** Online resources to learn more about teas, water, and juices. Your instructor will list several Websites on the blanks below. Visit at least two of the following Internet sites:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- 12. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 13. If the evaluation is not satisfactory, repeat steps 10 and 11.
- 13. **Study** Information Sheet, Objectives 8 through 10 concerning coffee, espresso, and hot chocolate/cocoa drinks.
- 14. **Do** Job Sheet 1, “Prepare and Evaluate Coffee.”
- 15. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 16. If the evaluation is not satisfactory, repeat steps 13 and 14.
- 16. **Study** Information Sheet, Objectives 11 through 13 concerning creation and characteristics of fermented beverages.
- 17. **Do** Assignment Sheet 1, “Match Types of Fermented Beverages with Their Characteristics.”
- 18. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 19. If the evaluation is not satisfactory, repeat steps 16 and 17.

## Learning Activities Sheet

- 19. **Study** Information Sheet, Objectives 14 and 15 concerning steps and descriptions involved in the distillation process.
- 20. **Do** Assignment Sheet 2, “Match Types of Distilled Beverages with Their Characteristics.”
- 21. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 22. If the evaluation is not satisfactory, repeat steps 19 and 20.
- 22. **Study** Information Sheet, Objectives 16 and 17 concerning product packaging and de-alcoholized beverages.
- 23. **Study** Information Sheet, Objectives 18 through 20 concerning glassware and bar tools.
- 24. **Do** Assignment Sheet 3, “Match Types of Distilled Beverages with Their Characteristics” and Assignment Sheet 4, “Match Bar Tools with Their Names.”
- 25. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 26. If the evaluation is not satisfactory, repeat steps 22 through 24.
- 26. **Study** Information Sheet, Objectives 21 through 24 concerning drink machines, edible supplies, and opening/closing procedures in a beverage area.
- 27. **Visit** Your facility’s kitchen/bar area to inspect the drink machines and edible supplies in the refrigerator that are readily available. Additionally, ask about the opening and closing procedures for the beverage areas.
- 28. **Study** Information Sheet, Objectives 25 through 29 concerning beverage preparation, presentation, service, the drink selection process, and the use of alcohol in food preparation.

## Learning Activities Sheet

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29. **Do** Job Sheets 2 through 8:
- Job Sheet 2, “Build and Stir an Alcoholic Beverage.”
  - Job Sheet 3, “Blend an Alcoholic Beverage.”
  - Job Sheet 4, “Tilt Pour and Flame an Alcoholic Beverage.”
  - Job Sheet 5, “Layer an Alcoholic Beverage.”
  - Job Sheet 6, “Muddle and Build an Alcoholic Beverage.”
  - Job Sheet 7, “Shake and Strain an Alcoholic Beverage.”
30. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 31. If the evaluation is not satisfactory, repeat steps 28 and 29.
31. **Take** Posttest (Written Test) provided by your instructor.
32. **Check** With instructor for any additional assignments to be completed.
33. **Do** Any additional assignments to be completed.
- 
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34. **Take** Unit Review.
35. **Stop** Have your instructor evaluate your performance. Follow your instructor’s recommendations for reviewing any of the above Learning Activities.
36. **Stop** Have your instructor evaluate your performance on this unit by compiling your scores on the Assignment Sheets, Written Test, and Unit Review. If the evaluation is satisfactory, proceed to the next Unit of Instruction. If the evaluation is unsatisfactory, contact your instructor for recommendations.

\*Permission to duplicate this form is granted.

## Written Test

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Objective 1  
(Part 1)**

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided. Definitions continue on the next page.

- |                 |                  |               |
|-----------------|------------------|---------------|
| 1. Alcohol      | 7. Dilution      | 13. Germinate |
| 2. Brewed       | 8. Distillation  | 14. Grading   |
| 3. Caffeine     | 9. Effervescence | 15. Gravity   |
| 4. Casks        | 10. Fermentation | 16. Grinds    |
| 5. Concentrated | 11. Flammability |               |
| 6. Dehydrated   | 12. Fountain     |               |

- \_\_\_\_\_ a. Product that has been dried and preserved by having all the moisture removed
- \_\_\_\_\_ b. Wooden barrels containing alcoholic beverages
- \_\_\_\_\_ c. Reducing the strength of a beverage by adding water
- \_\_\_\_\_ d. Ability to catch on fire
- \_\_\_\_\_ e. A drink that comes from a machine that mixes soda syrup and carbonated water
- \_\_\_\_\_ f. Liquid that produces tiny gas bubbles; often has accompanying foam and soft hissing noise
- \_\_\_\_\_ g. To begin to grow from a seed into a new plant
- \_\_\_\_\_ h. Colorless liquid that is the byproduct of fermented sugars and starches; is the intoxicating agent in fermented beverages
- \_\_\_\_\_ i. A substance made thicker or stronger by having had the water removed
- \_\_\_\_\_ j. Process where a liquid base is heated to concentrate the contents
- \_\_\_\_\_ k. Roasted coffee beans that have been crushed into very small pieces
- \_\_\_\_\_ l. Tea prepared by soaking in very hot water; beer prepared by steeping, boiling, and fermenting process

## Written Test

### Objective 1 (Part 2)

- \_\_\_\_\_ m. Process in which sugar is converted to alcohol; yeast is often the catalyst; other organic ingredients are also used
- \_\_\_\_\_ n. Force that pulls objects downward, towards the earth
- \_\_\_\_\_ o. A stimulant found in some drinks and foods; consumption temporarily increases energy levels
- \_\_\_\_\_ p. Category of product quality

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided. Definitions continue on the next page.

- |                |                   |            |
|----------------|-------------------|------------|
| 1. Homogenized | 7. Malted         | 13. Rocks  |
| 2. Hybrid      | 8. Neat           | 14. Skim   |
| 3. Ignited     | 9. Osmosis        | 15. Spirit |
| 4. Kegs        | 10. Pasteurized   | 16. Steep  |
| 5. Liqueurs    | 11. Reconstituted | 17. Tap    |
| 6. Liquors     | 12. Refine        |            |

- \_\_\_\_\_ a. A product made from a mixture of similar elements
- \_\_\_\_\_ b. To soak in a liquid
- \_\_\_\_\_ c. Fluid passed through a membrane (filter) to slowly change its concentration of ingredients
- \_\_\_\_\_ d. Drink served with ice
- \_\_\_\_\_ e. Milk that has been processed so it has an even consistency; heat treated so the fat doesn't separate from the liquid and form a layer on top
- \_\_\_\_\_ f. Water that comes directly from the faucet
- \_\_\_\_\_ g. Material brought back to its original state by adding liquid
- \_\_\_\_\_ h. Made with grain, especially barley
- \_\_\_\_\_ i. Drink that is not diluted with water, ice cubes, or a mixer
- \_\_\_\_\_ j. Milk with most or all of its fat removed
- \_\_\_\_\_ k. Something that is hot or has an open flame
- \_\_\_\_\_ l. Sweetened beverages made of neutral distilled alcohol spirit(s) combined with one or more aromatic flavoring substances; usually consumed after a meal

- \_\_\_\_\_ m. Strong alcoholic drink made from distillation
- \_\_\_\_\_ n. Aluminum barrels used to store and transport beer
- \_\_\_\_\_ o. Removing impurities from a product to make it purer
- \_\_\_\_\_ p. Distilled alcoholic spirits made from fermented plants and grains
- \_\_\_\_\_ q. A food product that has been heat-treated to kill harmful bacteria, making it safer to consume

**Objective 2**

Complete the following statements regarding the relationship between food and alcoholic beverages by filling in the blanks with the appropriate term. Answer choices include: *Arabic*, *celebration*, *complementing*, *cosmetic*, *Egyptians*, *friendly*, *plate*, and *wash*.

- a. Alcohol was first used to \_\_\_\_\_ down food with a meal.
- b. The \_\_\_\_\_ may have been the first to brew beer for religious purposes.
- c. The word alcohol dates back to early \_\_\_\_\_ times from the word “al-koh’l.”
- d. “Al-koh’l” refers to a fine metallic powder used as a \_\_\_\_\_.
- e. Beverage enhances a meal by \_\_\_\_\_ food flavor.
- f. At a meal, beverages can provide a \_\_\_\_\_ type atmosphere.
- g. As people relax from consumption, they become more \_\_\_\_\_ during a meal.
- h. Beverages have found their place next to the \_\_\_\_\_ for a variety of reasons, including family meals and religious ceremonies.

**Objective 3**

Select true statements regarding milk by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. Milk is a white nutritious liquid secreted by the mammary glands of male animals.
- \_\_\_\_\_ b. Milk is used as sustenance for baby mammals and nourishment by adult human beings.
- \_\_\_\_\_ c. Used as a major source of calcium, milk strengthens bones and teeth.

## Written Test

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- \_\_\_\_\_ d. Goat's milk is the most commonly consumed milk in the United States.
- \_\_\_\_\_ e. Homogenized milk has been heated to 72 degrees Celsius for 15 seconds to destroy pathogens and spores.
- \_\_\_\_\_ f. Pasteurized milk has been heated and forced through small nozzles to break up butterfat globules so the cream cannot separate from the milk to the top
- \_\_\_\_\_ g. Ultra pasteurized milk has been heated to 132 degrees Celsius for one second to give it a longer shelf life.
- \_\_\_\_\_ h. Cream contains 18-36 percent fat.
- \_\_\_\_\_ i. Acidophilus milk tastes different than ordinary milk.
- \_\_\_\_\_ j. Condensed milk is usually sold in powder form.
- \_\_\_\_\_ k. Dehydrated milk must be reconstituted with water.
- \_\_\_\_\_ l. Lactose milk has been processed to transform the lactose into glucose and galactose to increase digestibility.
- \_\_\_\_\_ m. Organic milk is more expensive than inorganic milk.
- \_\_\_\_\_ n. Soy milk is made from soy beans.
- \_\_\_\_\_ o. Sweetened condensed milk is often served with coffee.
- \_\_\_\_\_ p. Soy and rice milk are popular vegan milks.

### Objective 4

Circle the term that best completes the statement regarding soft drinks.

- a. When making soft drinks, the better the filtering of the (**bubbles, water**) the higher the quality of the beverage.
- b. A stimulant found in some soft drinks is called (**caffeine, cocaine**).
- c. In the South, Midwest, and California, soft drinks are commonly referred to as (**soda, tonic**).
- d. Among older generations of Americans, soft drinks are commonly referred to as (**Coke, dope**).
- e. A carbonator adds (**carbon dioxide, oxygen**) to the soft drink to create fizz.
- f. When making canned or bottled soft drinks, the pressurized liquid is (**packaged, sold**) at a factory.

- g. To make a fountain drink, a business establishment will purchase (**cans of soda, syrup pouches**) and carbon dioxide tanks for each soft drink flavor they wish to sell.
- h. Businesses that sell a lot of soft drinks save on overhead costs by selling (**canned, fountain**) soda drinks.
- i. Soft drinks are commonly served (**cold, room temperature**) in European countries.
- j. Aspartame and saccharin are examples of artificial sweeteners used to make (**caffeine-free, diet**) soft drinks.

**Objective 5**

Match characteristics of tea with the proper word choice by placing a “B” for Black Tea, “G” for Green Tea, “O” for Oolong Tea, or “W” for White Tea on the corresponding line.

- \_\_\_\_\_ 1. Lowest amount of caffeine
- \_\_\_\_\_ 2. Dried leaves have a green appearance
- \_\_\_\_\_ 3. Has an almost reddish appearance
- \_\_\_\_\_ 4. Dried buds have a silvery appearance
- \_\_\_\_\_ 5. Highest in caffeine
- \_\_\_\_\_ 6. After drying, the leaves have a black appearance
- \_\_\_\_\_ 7. Most difficult tea to process
- \_\_\_\_\_ 8. Leaf color of the popular “chai” tea
- \_\_\_\_\_ 9. Highest antioxidant properties
- \_\_\_\_\_ 10. Dried leaves have a color that is in between green and black
- \_\_\_\_\_ 11. Least processed variety of tea

**Objective 6**

Select true statements regarding water by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. The human body is comprised of approximately 95 percent water.
- \_\_\_\_\_ b. Humans can drink water that originates from melted icebergs.
- \_\_\_\_\_ c. Water is made up of two hydrogen atoms and one oxygen atom, creating the name “H<sub>2</sub>O.”
- \_\_\_\_\_ d. Water is often polluted in nature by humans.

## Written Test

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- \_\_\_\_\_ e. Water must be purified of pollutants before humans can safely consume it.
- \_\_\_\_\_ f. In reverse osmosis, pure water molecules are separated from contaminants after a heat source vaporizes the water.
- \_\_\_\_\_ g. During water filtration, water passes over a series of filters to remove contaminants.
- \_\_\_\_\_ h. Flocculents are added to water to harden teeth.
- \_\_\_\_\_ i. Chlorine is added to water to coagulate it for easier filtration.
- \_\_\_\_\_ j. Fluoride is a chemical additive used to disinfect water.
- \_\_\_\_\_ k. All other consumed liquids contain water, such as milk, juice, soda, coffee, beer, and distilled spirits.
- \_\_\_\_\_ l. Moist foods like fruits, vegetables, meat, dairy products, and breads all contain water.
- \_\_\_\_\_ m. In the United States, water is often served in a 42 oz. glass.
- \_\_\_\_\_ n. Citrus fruit should not be added to water, as it melts the ice.

### Objective 7

Circle the term that best completes the statement regarding juices.

- a. One serving of fruit juice is equivalent to (**one, three**) serving(s) of fruit from the USDA Food Guide Pyramid.
- b. Sweetened juice has had extra (**salt, sugar**) added for flavor.
- c. Fruit juice that contains pieces of the fruit in it is said to contain (**pulp, pulp-free**).
- d. Frozen juice from concentrate has had most of the (**fruit, water**) removed.
- e. A common tool for squeezing the juice from a piece of fruit is called a (**fruit press, juicer**).
- f. One serving of vegetable juice is equivalent to (**one, three**) serving(s) of vegetables from the USDA Food Guide Pyramid.
- g. Vegetable juice is said to have (**antioxidant, citrus**) properties.
- h. A benefit of vegetable juice is that it (**depletes, replaces**) lost water and nutrients in the body.
- i. A popular garnish for vegetable juice drinks includes (**celery, strawberries**).

Objective 8

Select true statements regarding coffee by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. Coffee can be served with breakfast, after dinner, or at meetings.
- \_\_\_\_\_ b. Instant coffee arrives at the restaurant already ground and ready to put into a coffeemaker.
- \_\_\_\_\_ c. The larger the coffee beans, the more flavorful the coffee will taste.
- \_\_\_\_\_ d. When grinding coffee beans, be sure to heat the beans to release flavorful oils.
- \_\_\_\_\_ e. Grinding coffee beans allows the insides of the beans to flavor the coffee water better.
- \_\_\_\_\_ f. A blade grinder does not grind beans uniformly, so the beans are best used with a brewer that uses filter paper – such as a Turkish ibrik.
- \_\_\_\_\_ g. Vietnamese coffee preparation involves putting sugar, finely ground beans, and water in a metal “ibrik” pot over a heat source until it foams.
- \_\_\_\_\_ h. Coffee is most often served with small amounts of fruit juice.
- \_\_\_\_\_ i. Robusta coffee bean species is the most expensive kind of coffee to produce.
- \_\_\_\_\_ j. Coffee blends feature beans from two or more different geographic regions.
- \_\_\_\_\_ k. Coffee should taste bitter, not mellow.
- \_\_\_\_\_ l. Acidity refers to the “tanginess” of coffee on the palate.
- \_\_\_\_\_ m. Coffee appearance should be a rich brown color with no visible particles or oiliness.
- \_\_\_\_\_ n. Aroma refers to the way coffee smells.
- \_\_\_\_\_ o. Flavor refers to the combined acidity, aroma, and body.
- \_\_\_\_\_ p. Lighter colored coffee blends tend to have the smokiest flavor.

## Written Test

### Objective 9

Match the espresso terminology with their correct definitions. Write the corresponding numbers on the blanks provided.

- |                 |                      |               |
|-----------------|----------------------|---------------|
| 1. Barista      | 6. Concentrated      | 11. Macchiato |
| 2. Caffe        | 7. Correcto espresso | 12. Pull      |
| 3. Caffe freddo | 8. Demitasse         | 13. Lungo     |
| 4. Cake         | 9. Doppio            | 14. Ristretto |
| 5. Cappuccino   | 10. Latte            | 15. Single    |

- \_\_\_\_\_ a. Pushing downward on a lever to cock a spring in a piston group on an espresso machine
- \_\_\_\_\_ b. Small porcelain espresso cup
- \_\_\_\_\_ c. Smallest espresso shot
- \_\_\_\_\_ d. Name for espresso in Italy
- \_\_\_\_\_ e. Coffee prepared with little water
- \_\_\_\_\_ f. Called a single shot or an espresso
- \_\_\_\_\_ g. Finely ground beans that have been tamped together
- \_\_\_\_\_ h. In Italian, translates to “double”
- \_\_\_\_\_ i. Espresso with a touch of cognac, sambuca, or other spirit added
- \_\_\_\_\_ j. Name of a trained espresso bartender
- \_\_\_\_\_ k. Iced espresso
- \_\_\_\_\_ l. Drink made with 1 part espresso and 2 parts steamed milk
- \_\_\_\_\_ m. A “long,” or espresso shot that is diluted with extra water during the long pull
- \_\_\_\_\_ n. Espresso “stained” with a dollop of steamed milk
- \_\_\_\_\_ o. Drink made with 1 part espresso, 1 part steamed milk, and 1 part frothed milk

### Objective 10

Finish statements regarding hot cocoa and hot chocolate by writing the correct word in the blank. Word choices include: *bars, bitter, butter fat, ceramic, garnishes, oils, powder, reconstitute, steam, and winter.*

- a. Hot cocoa and chocolate drinks should be served in a \_\_\_\_\_ mug.

- b. Whipped cream and marshmallows are common \_\_\_\_\_ used with hot cocoa and chocolate drinks.
- c. Drinks should be served hot, with \_\_\_\_\_ rising from the mug.
- d. Cups of hot cocoa and chocolate are commonly served in the \_\_\_\_\_.
- e. These type of drinks should be served rich and chocolaty, never \_\_\_\_\_.
- f. Hot cocoa and chocolate drinks should be free of \_\_\_\_\_.
- g. Hot cocoa is made from cocoa \_\_\_\_\_.
- h. Cocoa powder is chocolate pressed free of all its cocoa \_\_\_\_\_.
- i. Hot milk or water is added to hot cocoa powder to \_\_\_\_\_ the mix.
- j. Hot chocolate is made from chocolate \_\_\_\_\_ that have been melted into cream.

**Objective 11  
(Part 1)**

Match the beer fermentation ingredients with their correct descriptors. Write the corresponding numbers on the blanks provided.

- 1. Grain
- 2. Hops
- 3. Water
- 4. Yeast

- \_\_\_\_\_ a. Made into a malt by soaking in water, allowing it to germinate then dry
- \_\_\_\_\_ b. Oils from this flower balance out the sweetness of malted grain
- \_\_\_\_\_ c. Has a customized taste from the ground minerals; cannot be duplicated in other parts of the world
- \_\_\_\_\_ d. Converts sugars in the wort into alcohol

## Written Test

### Objective 11 (Part 2)

Match the beer fermentation steps with their correct descriptors. Write the corresponding numbers on the blanks provided.

- |             |                 |                      |
|-------------|-----------------|----------------------|
| 1. Boiling  | 4. Fermentation | 7. Special treatment |
| 2. Cooling  | 5. Mash         | 8. Wort              |
| 3. Drinking | 6. Packaging    |                      |

- \_\_\_\_\_ a. Beer is ready to be sold to pubs, restaurants, liquor stores, grocers, and other consumers
- \_\_\_\_\_ b. Solids dissolve and malt enzymes convert starch to sugar
- \_\_\_\_\_ c. Crushed malt, water, and a cereal product are soaked in warm water to create a malt extract
- \_\_\_\_\_ d. Mixture is transferred to an area where it can cool
- \_\_\_\_\_ e. Wort is put in a copper pot and heated until it bubbles to remove excess water and kill bacteria
- \_\_\_\_\_ f. Aging, filtering, ice filtering
- \_\_\_\_\_ g. Mixture is transferred to special vessels, yeast is added, and sugar is converted to alcohol and carbon dioxide
- \_\_\_\_\_ h. Bottles, cans, kegs, and casks

### Objective 12

Match types of beer with the proper word choice by placing an "A" for Ale, "G" for Lager, "H" for Hybrid, "M" for Lambic, or "O" for Other on the corresponding line.

- \_\_\_\_\_ 1. Belgium originated beer
- \_\_\_\_\_ 2. Brewed for a longer period at cooler temperatures
- \_\_\_\_\_ 3. Served with strong flavored foods, like sausage and red meat
- \_\_\_\_\_ 4. Consists of Pure, Gueuze, Faro, and Fruit types
- \_\_\_\_\_ 5. Served with lighter foods, such as grilled chicken or seafood
- \_\_\_\_\_ 6. Specialty includes barley wine, pale, and Porter
- \_\_\_\_\_ 7. Specialties include American, Dunkel, Oktoberfest
- \_\_\_\_\_ 8. Smoked (Rauchbier); smoke absorbs into the malt
- \_\_\_\_\_ 9. Stout beer; brewed with highly roasted malts
- \_\_\_\_\_ 10. Stored at near-freezing temperature for several months before drinking

Objective 13

- \_\_\_\_\_ 11. Wort is exposed to over 80 wild, air-born, native yeasts
- \_\_\_\_\_ 12. Made with bottom fermenting yeasts
- \_\_\_\_\_ 13. Is a blend of various beers and flavorings
- \_\_\_\_\_ 14. Made with top fermenting yeasts
- \_\_\_\_\_ 15. Wheat (Weizen); heavy German beer

Match types of “other fermented beverages” with the proper word choice by placing a “C” for Cider, “M” for Mead, or “S” for Sake on the corresponding line.

- \_\_\_\_\_ 1. Japanese word for “alcoholic beverage”
- \_\_\_\_\_ 2. Flavor variations include amber, dark, dry, pear, Granny Smith
- \_\_\_\_\_ 3. Predates wine and beer
- \_\_\_\_\_ 4. Cloudier versions have higher alcohol content due to decreased processing and increased apple content
- \_\_\_\_\_ 5. Commonly refers to beverage made from fermented starch
- \_\_\_\_\_ 6. Made from the fermented juice and pulp of apples
- \_\_\_\_\_ 7. Created from fermented honey and water
- \_\_\_\_\_ 8. Made from rice, sugar cane, or potato
- \_\_\_\_\_ 9. Served hot, warm, or cold
- \_\_\_\_\_ 10. Also called “honey wine”

Objective 14

Circle the term that best completes the statement regarding the distillation process.

- a. The natural process of using organic elements to convert sugar from food into alcohol is called (**distillation, fermentation**).
- b. The process of separating, concentrating, or purifying liquid food by boiling it and then condensing the resulting vapor is called (**distillation, fermentation**).
- c. When organic materials are fermented and the liquid is drained off, a (**sucrose, wash**) is created.
- d. After a wash is created, the liquid base is heated so it (**effervesces, vaporizes**).
- e. As it cools, vapor (**condenses, solidifies**) as another liquid.

## Written Test

- f. Equipment used to distill alcohol is called a (**cooker, still**).
- g. Pots used to distill alcohol are made of (**copper, iron**), whose properties will not affect the flavor of the beverage.
- h. The most basic still is called a (**continuous, pot**) still.
- i. The method of measuring the alcohol content of a distilled spirit is called (**proof, sigma**).
- j. To measure the range of proof, multiply the percent of alcohol by volume by (**two, three**).
- k. When purchasing liquor abroad, U.S. gallons must be converted to proof gallons for (**FOB, tax**) purposes.
- l. Bourbon cannot be over (**100, 160**) proof.

### Objective 15

Match the distilled alcohol characteristics with their descriptions by writing the corresponding numbers on the blanks provided.

- |                   |                |             |
|-------------------|----------------|-------------|
| 1. Bourbon        | 5. Goldwasser  | 9. Sloe gin |
| 2. Brandy         | 6. Irish cream | 10. Tequila |
| 3. Crème de cacao | 7. Rum         |             |
| 4. Gin            | 8. Scotch      |             |

- \_\_\_\_\_ a. Made from the heart of the blue agave succulent plant, native to Mexico
- \_\_\_\_\_ b. Produced from sugarcane by-products, including molasses and sugarcane juice
- \_\_\_\_\_ c. Vodka base flavored primarily with juniper berries, as well as other herbs and spices
- \_\_\_\_\_ d. White wine aged in oak barrels for several years; originated in the Armagnac and Cognac areas of France
- \_\_\_\_\_ e. Sweet gin base flavored with blackthorn plumb berries
- \_\_\_\_\_ f. Spearmint liqueur
- \_\_\_\_\_ g. Minimum of 51 percent corn grain and small amounts of malted barley, wehat and/or rye; includes small batch and single barrel
- \_\_\_\_\_ h. Liqueur made of cream, eggs, chocolate, and Irish whisky
- \_\_\_\_\_ i. Liqueur made of orange zest, anise, caraway, and 24k gold flakes floating in the bottle
- \_\_\_\_\_ j. Whisky that must be pot stilled in Scotland from water and malted barley; protected by 1988 Scottish laws

**Objective 16**

Select true statements regarding packaging of alcoholic beverages by placing an "X" on the line next to the true statements.

- a. Beer retains its flavor the best when bottled in clear glass bottles.
- b. Popular beer bottle colors include green and brown glass.
- c. All bottles are sealed with a cork.
- d. Skunked beer occurs when bottled beer has been in contact with sunlight, causing the hops to develop an "off" flavor.
- e. Heat pasteurized beer has been heated to kill all yeasts that would continue to age the beverage.
- f. Bottle conditioned beer is not pasteurized.
- g. A cask is a metal, cylinder-shaped container that must be tapped to be accessible.
- h. A keg is a wooden, cylinder-shaped container held together by metal hoops.
- i. Casks are used to ferment, store, and age alcoholic beverages.
- j. Beer poured from a can is commonly referred to as "draught" beer.
- k. Beer that is unpasteurized is often stored in a cask so the yeasts can continue to ferment.
- l. A standard sized cask holds 36 gallons.
- m. Shives are sealed holes that can be opened to clean out, refill, and control carbon dioxide in the container.
- n. A wooden peg that fits into a shive to control the amount of carbon dioxide created in the cask from yeast fermentation is called a keystone.
- o. A stopper in a cask that seals in the contents and allows liquid to be drawn or poured at a controlled rate is called a spile.
- p. Kegs hold alcoholic beverages under pressure so they can retain flavor and carbonation.
- q. A full U.S. standard-sized keg holds 31 gallons.
- r. Beer pulled from a pressurized keg is called "draft beer."

## Written Test

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### Objective 17

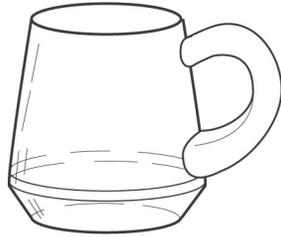
- \_\_\_\_\_ s. Beer sold in aluminum cans allow large producers to mass-market their products.
- \_\_\_\_\_ t. Aluminum is not used very much for packaging beer because it gets hot easily.
- \_\_\_\_\_ u. Beer cans are pressurized to minimize the amount of oxygen that comes in contact with the beverage.

Circle the term that best completes the statement regarding de-alcoholized beverages.

- a. Alcohol-free beverages contain (**no, trace**) amount(s) of detectable alcohol.
- b. De-alcoholized beverages contain (**no, trace**) amount(s) of detectable alcohol.
- c. Wine that contains no alcohol is created (**similar to, differently than**) alcoholic wine.
- d. To remove the alcohol and water from wine, a vineyard uses (**gravity, refrigeration**).
- e. Malted beverages that contain no alcohol are referred to as (**diet beer, near beer**).
- f. Red de-alcoholized wines contain antioxidants called (**catechins, tannins**), which are said to reduce the risk of heart disease.
- g. The calorie count of de-alcoholized beverages is reduced by (**one-half, one-third**) the amount of alcoholic beverages.
- h. Pregnant women (**can, cannot**) safely consume de-alcoholized beverages.
- i. Recovering alcoholics (**can, cannot**) safely consume de-alcoholized beverages without feeling physical or mental impairment.
- j. Diabetics benefit from the (**decreased, increased**) sugar in de-alcoholized beverages.
- k. Party hosts can safely serve (**alcoholic, de-alcoholized**) beverages to designated drivers.

Objective 18

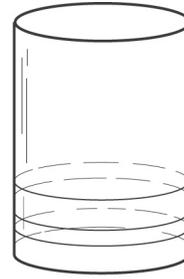
Identify beverage glassware by writing the ware item's identifying number in the picture on the blank next to the respective name.



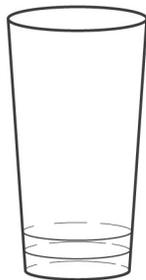
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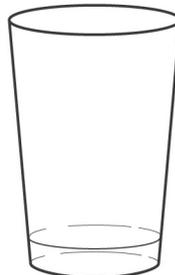
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3



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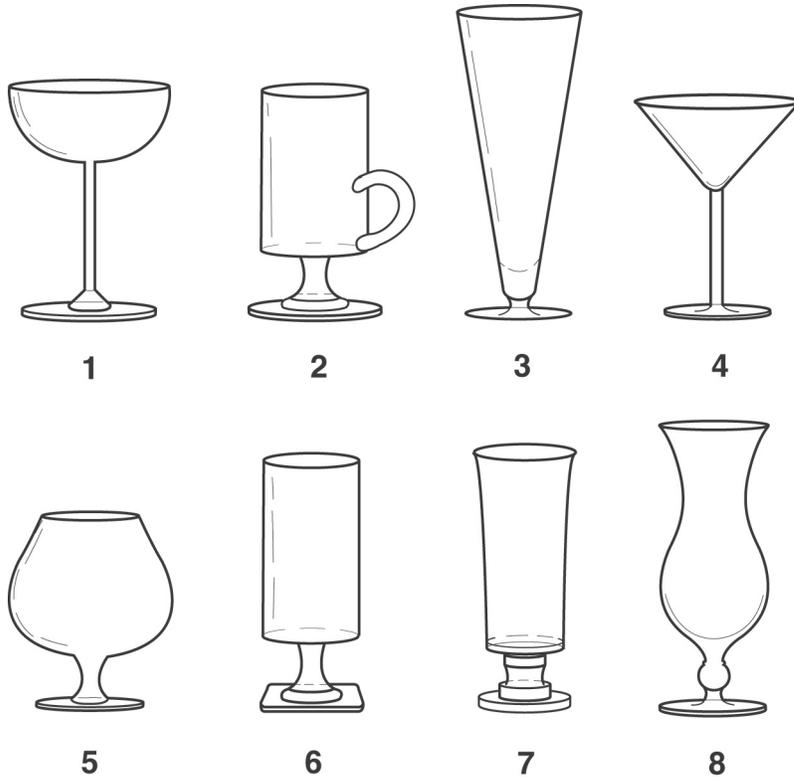
6

- \_\_\_\_\_ a. Beer mug
- \_\_\_\_\_ b. Collins glass
- \_\_\_\_\_ c. Highball glass
- \_\_\_\_\_ d. Old-fashioned (lowball or rocks) glass
- \_\_\_\_\_ e. Pint glass
- \_\_\_\_\_ f. Shot glass

## Written Test

### Objective 19

Identify beverage stemmed glassware by writing the ware item's identifying number in the picture on the blank next to the respective name.



- \_\_\_\_\_ a. Brandy snifter
- \_\_\_\_\_ b. Coffee glass
- \_\_\_\_\_ c. Hurricane glass
- \_\_\_\_\_ d. Margarita glass
- \_\_\_\_\_ e. Martini glass
- \_\_\_\_\_ f. Parfait glass
- \_\_\_\_\_ g. Pilsner glass
- \_\_\_\_\_ h. Pousse glass

## Written Test

### Objective 20

Identify bar tools by writing the tool's identifying number in the picture on the blank next to the respective name.



- \_\_\_\_\_ a. Bar spoon
- \_\_\_\_\_ b. Blender
- \_\_\_\_\_ c. Bottle/can opener
- \_\_\_\_\_ d. Champagne/wine vacuum and stopper

## Written Test

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- \_\_\_\_\_ e. Cocktail picks
- \_\_\_\_\_ f. Corkscrew
- \_\_\_\_\_ g. Ice bucket, pick and tongs
- \_\_\_\_\_ h. Jigger
- \_\_\_\_\_ i. Juicer/reamer
- \_\_\_\_\_ j. Knife and cutting board
- \_\_\_\_\_ k. Liquid measuring cup
- \_\_\_\_\_ l. Mixing glass
- \_\_\_\_\_ m. Muddler and bowl
- \_\_\_\_\_ n. Napkins and coasters
- \_\_\_\_\_ o. Pitcher
- \_\_\_\_\_ p. Shaker
- \_\_\_\_\_ q. Strainer
- \_\_\_\_\_ r. Swizzle stick

### Objective 21

Select true statements regarding drink machines by placing an "X" on the line next to the true statements.

- \_\_\_\_\_ a. Ice machines are useful for providing large quantities of fresh, clean ice.
- \_\_\_\_\_ b. Ice is commonly used in restaurants to dilute liquids.
- \_\_\_\_\_ c. An ice machine constantly melts purified ice.
- \_\_\_\_\_ d. Ice augur coils and fan blow cold air on ice cube molds to freeze the water.
- \_\_\_\_\_ e. Foodservice establishments need different machines for different kinds of drinks (juice, water, milk, etc).
- \_\_\_\_\_ f. It is against federal regulations for customers to serve themselves out of drink machines.
- \_\_\_\_\_ g. Milk and juice dispensers must be taken apart and thoroughly cleaned and sanitized daily.

Objective 22

- \_\_\_\_\_ h. Fresh milk and juice is poured directly into a special compartment in a drink machine.
- \_\_\_\_\_ i. Frozen ice cream is dumped into a soft serve machine, where it is mashed up until it is soft.
- \_\_\_\_\_ j. Frozen drink and soft serve machines continuously freeze and stir ingredients so the contents can be served through a spigot.

Match the garnishment with its type by writing a “C” for Condiment, “G” for Garnishment, “M” for Mixer, or “S” for Specialty Item on the line next to the corresponding numbers on the blanks provided.

- \_\_\_\_\_ a. Milk
- \_\_\_\_\_ b. Bartenders extra fine sugar
- \_\_\_\_\_ c. Olives
- \_\_\_\_\_ d. Maraschino cherries
- \_\_\_\_\_ e. Course salt
- \_\_\_\_\_ f. Vanilla essence
- \_\_\_\_\_ g. Tomato juice
- \_\_\_\_\_ h. Honey
- \_\_\_\_\_ i. Fresh mint leaves
- \_\_\_\_\_ j. Club soda
- \_\_\_\_\_ k. Angostura bitters
- \_\_\_\_\_ l. Pineapple

Objective 23

Circle the term that best completes the statement regarding beverage area opening procedures.

- a. Wipe off all public areas with (**bleach water, a wet rag**).
- b. Adjust shades so direct sunlight (**is, is not**) shining into customers’ eyes.
- c. Prepare pot of (**coffee, hot chocolate**) each morning.
- d. Wash glasses with soapy warm water and a small amount of (**bleach, ammonia**).

## Written Test

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### Objective 24

- e. Any cracked or chipped glassware should be **(sealed with clear nail polish, thrown away)**.
  - f. Check soda and carbon dioxide tanks to make sure they are **(heavy, light)**.
  - g. The soda gun should be hanging on the **(left, right)** hand side of the station.
  - h. Notify management if soda machine hoses are **(cracked, sticky)**.
  - i. Taste a small amount of each soda to make sure it is **(fizzy, flat)**.
  - j. Ice in the ice machine should be **(clear, cloudy)**.
  - k. If ice has failed to make in the machine overnight, the bartender should **(buy ice, not serve cold beverages)**.
  - l. Ice scoop should be kept **(inside, outside)** the ice.
  - m. Straws, napkins, coasters, and swizzle sticks should be **(put away, restocked)**.
  - n. Stock menus in a **(hidden, readily accessible)** location.
  - o. Make sure cash register is **(stocked, empty)**.
- Circle the term that best completes the statement regarding beverage area closing procedures.
- a. Glassware should be washed and **(air dried, spit shined)**.
  - b. Detach soda machine spouts and put in sanitizing solution **(five minutes, overnight)**.
  - c. Garnishes that could turn brown overnight should be **(refrigerated, thrown away)**.
  - d. Alcohol products should be **(hidden, locked)**.
  - e. Count down cash register till and **(balance, multiply)** with receipts.
  - f. From credit card tips, take out **(according to policy, as much as you want)**.
  - g. Shades should be left **(open, closed)** overnight.
  - h. All lights and electronic devices should be **(left on, turned off)** at night.
  - i. The door should be left **(locked, unlocked)** after hours.

**Objective 25**

Match the distilled alcohol characteristics with their descriptions by writing the corresponding numbers on the blanks provided.

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. Blending | 4. Layering | 7. Stirring     |
| 2. Building | 5. Muddling | 8. Straining    |
| 3. Flaming  | 6. Shaking  | 9. Tilt pouring |

- \_\_\_\_\_ a. A lid is put on a cup full of liquids and ice; the bartender jiggles the contents to thoroughly mix them
- \_\_\_\_\_ b. Making a drink with ice in a blender
- \_\_\_\_\_ c. Carbonated drink slowly poured down the edge of a glass that is held at an angle
- \_\_\_\_\_ d. Adding flavor to a beverage by setting the top of the drink on fire
- \_\_\_\_\_ e. Extracting flavorful oils from fruit or herbs by crushing them and adding them to a drink
- \_\_\_\_\_ f. Floating layers of beverages on top of each other in one glass
- \_\_\_\_\_ g. A bar spoon is inserted into a drink and turned clockwise to thoroughly combine ingredients
- \_\_\_\_\_ h. Pouring all ingredients into a glass and mixing together
- \_\_\_\_\_ i. After a drink is shaken or stirred with ice, the contents are ran through a special strainer to serve an ice-free cold beverage

**Objective 26**

Select true statements regarding beverage presentation protocol by placing an "X" on the line next to the true statements.

- \_\_\_\_\_ a. Cocktails and blender drinks oftentimes consist of an alcohol base, flavoring, and coloring enhancement.
- \_\_\_\_\_ b. Common cocktail garnishments include carrot sticks and potato wedges.
- \_\_\_\_\_ c. Blender drinks are often garnished with pineapple, oranges, and bananas.
- \_\_\_\_\_ d. Two different beers should never be mixed together in a glass.
- \_\_\_\_\_ e. Beer drawn from a keg should only be served in a pint glass.
- \_\_\_\_\_ f. It is acceptable to insert a lemon or lime wedge into a bottle of beer.

## Written Test

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- \_\_\_\_\_ g. If beer is served in a can, the bartender should open the can and offer to serve it in a frozen mug or pint glass.
- \_\_\_\_\_ h. Tropical drinks are sometimes called boat drinks.
- \_\_\_\_\_ i. Fruity drinks are usually the same color as the fruit used to make them.
- \_\_\_\_\_ j. Tropical drinks are oftentimes served with promotional items like small paper umbrellas, Mardi Gras beads, and customized swizzle sticks.
- \_\_\_\_\_ k. Common liquors used to make tropical drinks include Irish whisky and vodka.
- \_\_\_\_\_ l. Hot beverages should arrive at the table cool enough that steam isn't rising from the top.
- \_\_\_\_\_ m. Hot drinks need to be served in glassware with a handle, such as a mug.
- \_\_\_\_\_ n. Non-alcoholic beverages should be served in the same glassware as alcoholic drinks.

### Objective 27

Circle the term that best completes the statement regarding beverage service tips.

- a. All ice should be scooped into glassware with a (**hand, scoop**).
- b. To avoid extra trips back and forth between the bar and the customer's table, all drinks should be garnished and all accompanying materials should be put evenly on a tray (**after, before**) table service.
- c. To prevent drips, the waitperson should take a (**clean, dirty**) paper towel and wipe drips off the glass before delivery.
- d. A customer is usually (**given the choice, required**) to start a drink tab.
- e. The server must be careful to (**avoid touching, touch**) glass rims and other contact areas.
- f. It is best if the bartender (**forgets, remembers**) which guest ordered a particular drink.
- g. Hot beverages should be served in a container that (**will, will not**) burn the drinker's hand.
- h. Cold beverages (**should, should not**) be served with extra napkins.
- i. Bar drinks (**are, are not**) usually served on coasters.

**Objective 28**

Circle the term that best completes the statement regarding the drink selection process.

- a. Cheese tastes best with a slightly (**bitter, sweet**) beverage.
- b. In particular, cheese tastes good with (**Belgian, Mexican**) beer.
- c. A common dessert drink is a (**cordial, whisky**).
- d. Sweet distilled liquor tastes best during the (**dessert, main**) course.
- e. Fish flavor is (**sharpened, weakened**) with a dry beverage.
- f. Poultry and pork taste best with (**hoppy, sweet**) flavored drinks.
- g. Shellfish flavor can be sharpened with a (**dry, sweet**) beverage.
- h. Fruity ale tastes best with (**red, white**) meat.
- i. A Rauschbier accompanies (**breaded, smoked**) meats usually.
- j. Microbrewed ales, wines, or cocktails serve well with (**American, French**) foods.
- k. Hot sake is popular with (**Asian, Italian**) food.
- l. Jagermeister is a popular choice to serve with (**German, Hawaiian**) cuisine.
- m. Italian food is often served with a (**foreign, regional**) wine.
- n. Tequila-based drinks are commonly presented with (**Japanese, Mexican**) foods.

**Objective 29**

Select true statements regarding alcohol in food preparation by placing an "X" on the lines next to the true statements.

- \_\_\_\_\_ a. Alcohol can be cooked into food.
- \_\_\_\_\_ b. Most of the alcohol evaporates from the heat involved in cooking.
- \_\_\_\_\_ c. Alcohol is highly flammable, so it should not be used to cook.
- \_\_\_\_\_ d. Dishes prepared via "flambé" involve pouring alcohol on top of a prepared dish and igniting it.
- \_\_\_\_\_ e. Some Japanese "hibachi" style restaurants use ignited alcohol on the grill to cook.
- \_\_\_\_\_ f. Alcohol is highly desirable as a sauce in food.

## Written Test

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- \_\_\_\_\_ g. Non-alcoholic substances can be used to replace alcohol in some dishes.
- \_\_\_\_\_ h. All religious people don't drink alcohol, so religious people shouldn't eat food cooked with alcohol.
- \_\_\_\_\_ i. It is acceptable for a cook to substitute alcohol in a food dish with a non-alcoholic replacement if he runs out of a particular spirit.

**\*Permission to duplicate this test is granted.**

## Written Test—Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Objective 1  
(Part 1)**

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided. Definitions continue on the next page.

- |                 |                  |               |
|-----------------|------------------|---------------|
| 1. Alcohol      | 7. Dilution      | 13. Germinate |
| 2. Brewed       | 8. Distillation  | 14. Grading   |
| 3. Caffeine     | 9. Effervescence | 15. Gravity   |
| 4. Casks        | 10. Fermentation | 16. Grinds    |
| 5. Concentrated | 11. Flammability |               |
| 6. Dehydrated   | 12. Fountain     |               |

- 6 a. Product that has been dried and preserved by having all the moisture removed
- 4 b. Wooden barrels containing alcoholic beverages
- 7 c. Reducing the strength of a beverage by adding water
- 11 d. Ability to catch on fire
- 12 e. A drink that comes from a machine that mixes soda syrup and carbonated water
- 9 f. Liquid that produces tiny gas bubbles; often has accompanying foam and soft hissing noise
- 13 g. To begin to grow from a seed into a new plant
- 1 h. Colorless liquid that is the byproduct of fermented sugars and starches; is the intoxicating agent in fermented beverages
- 5 i. A substance made thicker or stronger by having had the water removed
- 8 j. Process where a liquid base is heated to concentrate the contents
- 16 k. Roasted coffee beans that have been crushed into very small pieces
- 2 l. Tea prepared by soaking in very hot water; beer prepared by steeping, boiling, and fermenting process

## Written Test—Answer Key

### Objective 1 (Part 2)

- 10 m. Process in which sugar is converted to alcohol; yeast is often the catalyst; other organic ingredients are also used
- 15 n. Force that pulls objects downward, towards the earth
- 3 o. A stimulant found in some drinks and foods; consumption temporarily increases energy levels
- 14 p. Category of product quality

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided. Definitions continue on the next page.

- |                |                   |            |
|----------------|-------------------|------------|
| 1. Homogenized | 7. Malted         | 13. Rocks  |
| 2. Hybrid      | 8. Neat           | 14. Skim   |
| 3. Ignited     | 9. Osmosis        | 15. Spirit |
| 4. Kegs        | 10. Pasteurized   | 16. Steep  |
| 5. Liqueurs    | 11. Reconstituted | 17. Tap    |
| 6. Liquors     | 12. Refine        |            |

- 2 a. A product made from a mixture of similar elements
- 16 b. To soak in a liquid
- 9 c. Fluid passed through a membrane (filter) to slowly change its concentration of ingredients
- 13 d. Drink served with ice
- 1 e. Milk that has been processed so it has an even consistency; heat treated so the fat doesn't separate from the liquid and form a layer on top
- 17 f. Water that comes directly from the faucet
- 11 g. Material brought back to its original state by adding liquid
- 7 h. Made with grain, especially barley
- 8 i. Drink that is not diluted with water, ice cubes, or a mixer
- 14 j. Milk with most or all of its fat removed
- 3 k. Something that is hot or has an open flame
- 5 l. Sweetened beverages made of neutral distilled alcohol spirit(s) combined with one or more aromatic flavoring substances; usually consumed after a meal

## Written Test—Answer Key

### Objective 2

- 15 m. Strong alcoholic drink made from distillation
- 4 n. Aluminum barrels used to store and transport beer
- 12 o. Removing impurities from a product to make it purer
- 6 p. Distilled alcoholic spirits made from fermented plants and grains
- 10 q. A food product that has been heat-treated to kill harmful bacteria, making it safer to consume

Complete the following statements regarding the relationship between food and alcoholic beverages by filling in the blanks with the appropriate term. Answer choices include: *Arabic*, *celebration*, *complementing*, *cosmetic*, *Egyptians*, *friendly*, *plate*, and *wash*.

- a. Alcohol was first used to **WASH** down food with a meal.
- b. The **EGYPTIANS** may have been the first to brew beer for religious purposes.
- c. The word alcohol dates back to early **ARABIC** times from the word “al-koh’l.”
- d. “Al-koh’l” refers to a fine metallic powder used as a **COSMETIC**.
- e. Beverage enhances a meal by **COMPLEMENTING** food flavor.
- f. At a meal, beverages can provide a **CELEBRATION** type atmosphere.
- g. As people relax from consumption, they become more **FRIENDLY** during a meal.
- h. Beverages have found their place next to the **PLATE** for a variety of reasons, including family meals and religious ceremonies.

### Objective 3

Select true statements regarding milk by placing an “X” on the lines next to the true statements.

- a. Milk is a white nutritious liquid secreted by the mammary glands of male animals.
- b. Milk is used as sustenance for baby mammals and nourishment by adult human beings.
- c. Used as a major source of calcium, milk strengthens bones and teeth.

## Written Test—Answer Key

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- d. Goat's milk is the most commonly consumed milk in the United States.
- e. Homogenized milk has been heated to 72 degrees Celsius for 15 seconds to destroy pathogens and spores.
- f. Pasteurized milk has been heated and forced through small nozzles to break up butterfat globules so the cream cannot separate from the milk to the top
- g. Ultra pasteurized milk has been heated to 132 degrees Celsius for one second to give it a longer shelf life.
- h. Cream contains 18-36 percent fat.
- i. Acidophilus milk tastes different than ordinary milk.
- j. Condensed milk is usually sold in powder form.
- k. Dehydrated milk must be reconstituted with water.
- l. Lactose milk has been processed to transform the lactose into glucose and galactose to increase digestibility.
- m. Organic milk is more expensive than inorganic milk.
- n. Soy milk is made from soy beans.
- o. Sweetened condensed milk is often served with coffee.
- p. Soy and rice milk are popular vegan milks.

### Objective 4

Circle the term that best completes the statement regarding soft drinks.

- a. When making soft drinks, the better the filtering of the (bubbles, **water**) the higher the quality of the beverage.
- b. A stimulant found in some soft drinks is called (**caffeine**, cocaine).
- c. In the South, Midwest, and California, soft drinks are commonly referred to as (**soda**, tonic).
- d. Among older generations of Americans, soft drinks are commonly referred to as (Coke, **dope**).
- e. A carbonator adds (**carbon dioxide**, oxygen) to the soft drink to create fizz.
- f. When making canned or bottled soft drinks, the pressurized liquid is (**packaged**, sold) at a factory.

## Written Test—Answer Key

### Objective 5

- g. To make a fountain drink, a business establishment will purchase (cans of soda, **syrup pouches**) and carbon dioxide tanks for each soft drink flavor they wish to sell.
- h. Businesses that sell a lot of soft drinks save on overhead costs by selling (canned, **fountain**) soda drinks.
- i. Soft drinks are commonly served (cold, **room temperature**) in European countries.
- j. Aspartame and saccharin are examples of artificial sweeteners used to make (caffeine-free, **diet**) soft drinks.

Match characteristics of tea with the proper word choice by placing a “B” for Black Tea, “G” for Green Tea, “O” for Oolong Tea, or “W” for White Tea on the corresponding line.

- W**   1. Lowest amount of caffeine
- G**   2. Dried leaves have a green appearance
- O**   3. Has an almost reddish appearance
- W**   4. Dried buds have a silvery appearance
- B**   5. Highest in caffeine
- B**   6. After drying, the leaves have a black appearance
- O**   7. Most difficult tea to process
- B**   8. Leaf color of the popular “chai” tea
- W**   9. Highest antioxidant properties
- O**   10. Dried leaves have a color that is in between green and black
- W**   11. Least processed variety of tea

### Objective 6

Select true statements regarding water by placing an “X” on the lines next to the true statements.

- a. The human body is comprised of approximately 95 percent water.
- X**   b. Humans can drink water that originates from melted icebergs.
- X**   c. Water is made up of two hydrogen atoms and one oxygen atom, creating the name “H<sub>2</sub>O.”
- X**   d. Water is often polluted in nature by humans.

## Written Test—Answer Key

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- e. Water must be purified of pollutants before humans can safely consume it.
- f. In reverse osmosis, pure water molecules are separated from contaminants after a heat source vaporizes the water.
- g. During water filtration, water passes over a series of filters to remove contaminants.
- h. Flocculents are added to water to harden teeth.
- i. Chlorine is added to water to coagulate it for easier filtration.
- j. Fluoride is a chemical additive used to disinfect water.
- k. All other consumed liquids contain water, such as milk, juice, soda, coffee, beer, and distilled spirits.
- l. Moist foods like fruits, vegetables, meat, dairy products, and breads all contain water.
- m. In the United States, water is often served in a 42 oz. glass.
- n. Citrus fruit should not be added to water, as it melts the ice.

### Objective 7

Circle the term that best completes the statement regarding juices.

- a. One serving of fruit juice is equivalent to (**one**, three) serving(s) of fruit from the USDA Food Guide Pyramid.
- b. Sweetened juice has had extra (salt, **sugar**) added for flavor.
- c. Fruit juice that contains pieces of the fruit in it is said to contain (**pulp**, pulp-free).
- d. Frozen juice from concentrate has had most of the (fruit, **water**) removed.
- e. A common tool for squeezing the juice from a piece of fruit is called a (fruit press, **juicer**).
- f. One serving of vegetable juice is equivalent to (**one**, three) serving(s) of vegetables from the USDA Food Guide Pyramid.
- g. Vegetable juice is said to have (**antioxidant**, citrus) properties.
- h. A benefit of vegetable juice is that it (depletes, **replaces**) lost water and nutrients in the body.
- i. A popular garnish for vegetable juice drinks includes (**celery**, strawberries).

## Written Test—Answer Key

### Objective 8

Select true statements regarding coffee by placing an “X” on the lines next to the true statements.

- a. Coffee can be served with breakfast, after dinner, or at meetings.
- b. Instant coffee arrives at the restaurant already ground and ready to put into a coffeemaker.
- c. The larger the coffee beans, the more flavorful the coffee will taste.
- d. When grinding coffee beans, be sure to heat the beans to release flavorful oils.
- e. Grinding coffee beans allows the insides of the beans to flavor the coffee water better.
- f. A blade grinder does not grind beans uniformly, so the beans are best used with a brewer that uses filter paper – such as a Turkish ibrik.
- g. Vietnamese coffee preparation involves putting sugar, finely ground beans, and water in a metal “ibrik” pot over a heat source until it foams.
- h. Coffee is most often served with small amounts of fruit juice.
- i. Robusta coffee bean species is the most expensive kind of coffee to produce.
- j. Coffee blends feature beans from two or more different geographic regions.
- k. Coffee should taste bitter, not mellow.
- l. Acidity refers to the “tanginess” of coffee on the palate.
- m. Coffee appearance should be a rich brown color with no visible particles or oiliness.
- n. Aroma refers to the way coffee smells.
- o. Flavor refers to the combined acidity, aroma, and body.
- p. Lighter colored coffee blends tend to have the smokiest flavor.

## Written Test—Answer Key

### Objective 9

Match the espresso terminology with their correct definitions. Write the corresponding numbers on the blanks provided.

- |                 |                      |               |
|-----------------|----------------------|---------------|
| 1. Barista      | 6. Concentrated      | 11. Macchiato |
| 2. Caffe        | 7. Correcto espresso | 12. Pull      |
| 3. Caffe freddo | 8. Demitasse         | 13. Lungo     |
| 4. Cake         | 9. Doppio            | 14. Ristretto |
| 5. Cappuccino   | 10. Latte            | 15. Single    |

- 12 a. Pushing downward on a lever to cock a spring in a piston group on an espresso machine
- 8 b. Small porcelain espresso cup
- 14 c. Smallest espresso shot
- 2 d. Name for espresso in Italy
- 6 e. Coffee prepared with little water
- 15 f. Called a single shot or an espresso
- 4 g. Finely ground beans that have been tamped together
- 9 h. In Italian, translates to “double”
- 7 i. Espresso with a touch of cognac, sambuca, or other spirit added
- 1 j. Name of a trained espresso bartender
- 3 k. Iced espresso
- 10 l. Drink made with 1 part espresso and 2 parts steamed milk
- 13 m. A “long,” or espresso shot that is diluted with extra water during the long pull
- 11 n. Espresso “stained” with a dollop of steamed milk
- 5 o. Drink made with 1 part espresso, 1 part steamed milk, and 1 part frothed milk

### Objective 10

Finish statements regarding hot cocoa and hot chocolate by writing the correct word in the blank. Word choices include: *bars, bitter, butter fat, ceramic, garnishes, oils, powder, reconstitute, steam, and winter.*

- a. Hot cocoa and chocolate drinks should be served in a **CERAMIC** mug.

## Written Test—Answer Key

- b. Whipped cream and marshmallows are common **GARNISHES** used with hot cocoa and chocolate drinks.
- c. Drinks should be served hot, with **STEAM** rising from the mug.
- d. Cups of hot cocoa and chocolate are commonly served in the **WINTER**.
- e. These type of drinks should be served rich and chocolaty, never **BITTER**.
- f. Hot cocoa and chocolate drinks should be free of **OILS**.
- g. Hot cocoa is made from cocoa **POWDER**.
- h. Cocoa powder is chocolate pressed free of all its cocoa **BUTTER FAT**.
- i. Hot milk or water is added to hot cocoa powder to **RECONSTITUTE** the mix.
- j. Hot chocolate is made from chocolate **BARS** that have been melted into cream.

### Objective 11 (Part 1)

Match the beer fermentation ingredients with their correct descriptors. Write the corresponding numbers on the blanks provided.

- |          |          |
|----------|----------|
| 1. Grain | 3. Water |
| 2. Hops  | 4. Yeast |

- 1   a. Made into a malt by soaking in water, allowing it to germinate then dry
- 2   b. Oils from this flower balance out the sweetness of malted grain
- 3   c. Has a customized taste from the ground minerals; cannot be duplicated in other parts of the world
- 4   d. Converts sugars in the wort into alcohol

## Written Test—Answer Key

### Objective 11 (Part 2)

Match the beer fermentation steps with their correct descriptors. Write the corresponding numbers on the blanks provided.

- |             |                 |                      |
|-------------|-----------------|----------------------|
| 1. Boiling  | 4. Fermentation | 7. Special treatment |
| 2. Cooling  | 5. Mash         | 8. Wort              |
| 3. Drinking | 6. Packaging    |                      |

- 3   a. Beer is ready to be sold to pubs, restaurants, liquor stores, grocers, and other consumers
- 8   b. Solids dissolve and malt enzymes convert starch to sugar
- 5   c. Crushed malt, water, and a cereal product are soaked in warm water to create a malt extract
- 2   d. Mixture is transferred to an area where it can cool
- 1   e. Wort is put in a copper pot and heated until it bubbles to remove excess water and kill bacteria
- 7   f. Aging, filtering, ice filtering
- 4   g. Mixture is transferred to special vessels, yeast is added, and sugar is converted to alcohol and carbon dioxide
- 6   h. Bottles, cans, kegs, and casks

### Objective 12

Match types of beer with the proper word choice by placing an “A” for Ale, “G” for Lager, “H” for Hybrid, “M” for Lambic, or “O” for Other on the corresponding line.

- M   1. Belgium originated beer
- G   2. Brewed for a longer period at cooler temperatures
- A   3. Served with strong flavored foods, like sausage and red meat
- M   4. Consists of Pure, Gueuze, Faro, and Fruit types
- G   5. Served with lighter foods, such as grilled chicken or seafood
- A   6. Specialty includes barley wine, pale, and Porter
- G   7. Specialties include American, Dunkel, Oktoberfest
- O   8. Smoked (Rauchbier); smoke absorbs into the malt
- O   9. Stout beer; brewed with highly roasted malts
- G   10. Stored at near-freezing temperature for several months before drinking

## Written Test—Answer Key

### Objective 13

- M   11. Wort is exposed to over 80 wild, air-born, native yeasts
- G   12. Made with bottom fermenting yeasts
- H   13. Is a blend of various beers and flavorings
- A   14. Made with top fermenting yeasts
- O   15. Wheat (Weizen); heavy German beer

Match types of “other fermented beverages” with the proper word choice by placing a “C” for Cider, “M” for Mead, or “S” for Sake on the corresponding line.

- S   1. Japanese word for “alcoholic beverage”
- C   2. Flavor variations include amber, dark, dry, pear, Granny Smith
- M   3. Predates wine and beer
- C   4. Cloudier versions have higher alcohol content due to decreased processing and increased apple content
- S   5. Commonly refers to beverage made from fermented starch
- C   6. Made from the fermented juice and pulp of apples
- M   7. Created from fermented honey and water
- S   8. Made from rice, sugar cane, or potato
- S   9. Served hot, warm, or cold
- M   10. Also called “honey wine”

### Objective 14

Circle the term that best completes the statement regarding the distillation process.

- a. The natural process of using organic elements to convert sugar from food into alcohol is called (distillation, **fermentation**).
- b. The process of separating, concentrating, or purifying liquid food by boiling it and then condensing the resulting vapor is called (**distillation**, fermentation).
- c. When organic materials are fermented and the liquid is drained off, a (sucrose, **wash**) is created.
- d. After a wash is created, the liquid base is heated so it (effervesces, **vaporizes**).
- e. As it cools, vapor (**condenses**, solidifies) as another liquid.

## Written Test—Answer Key

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- f. Equipment used to distill alcohol is called a (cooker, **still**).
- g. Pots used to distill alcohol are made of (**copper**, iron), whose properties will not affect the flavor of the beverage.
- h. The most basic still is called a (continuous, **pot**) still.
- i. The method of measuring the alcohol content of a distilled spirit is called (**proof**, sigma).
- j. To measure the range of proof, multiply the percent of alcohol by volume by (**two**, three).
- k. When purchasing liquor abroad, U.S. gallons must be converted to proof gallons for (FOB, **tax**) purposes.
- l. Bourbon cannot be over (**100**, 160) proof.

### Objective 15

Match the distilled alcohol characteristics with their descriptions by writing the corresponding numbers on the blanks provided.

- |                   |                |             |
|-------------------|----------------|-------------|
| 1. Bourbon        | 5. Goldwasser  | 9. Sloe gin |
| 2. Brandy         | 6. Irish cream | 10. Tequila |
| 3. Crème de cacao | 7. Rum         |             |
| 4. Gin            | 8. Scotch      |             |

- 10   a. Made from the heart of the blue agave succulent plant, native to Mexico
- 7   b. Produced from sugarcane by-products, including molasses and sugarcane juice
- 4   c. Vodka base flavored primarily with juniper berries, as well as other herbs and spices
- 2   d. White wine aged in oak barrels for several years; originated in the Armagnac and Cognac areas of France
- 9   e. Sweet gin base flavored with blackthorn plumb berries
- 3   f. Spearmint liqueur
- 1   g. Minimum of 51 percent corn grain and small amounts of malted barley, wehat and/or rye; includes small batch and single barrel
- 6   h. Liqueur made of cream, eggs, chocolate, and Irish whisky
- 5   i. Liqueur made of orange zest, anise, caraway, and 24k gold flakes floating in the bottle
- 8   j. Whisky that must be pot stilled in Scotland from water and malted barley; protected by 1988 Scottish laws

## Written Test—Answer Key

### Objective 16

Select true statements regarding packaging of alcoholic beverages by placing an “X” on the line next to the true statements.

- a. Beer retains its flavor the best when bottled in clear glass bottles.
- b. Popular beer bottle colors include green and brown glass.
- c. All bottles are sealed with a cork.
- d. Skunked beer occurs when bottled beer has been in contact with sunlight, causing the hops to develop an “off” flavor.
- e. Heat pasteurized beer has been heated to kill all yeasts that would continue to age the beverage.
- f. Bottle conditioned beer is not pasteurized.
- g. A cask is a metal, cylinder-shaped container that must be tapped to be accessible.
- h. A keg is a wooden, cylinder-shaped container held together by metal hoops.
- i. Casks are used to ferment, store, and age alcoholic beverages.
- j. Beer poured from a can is commonly referred to as “draught” beer.
- k. Beer that is unpasteurized is often stored in a cask so the yeasts can continue to ferment.
- l. A standard sized cask holds 36 gallons.
- m. Shives are sealed holes that can be opened to clean out, refill, and control carbon dioxide in the container.
- n. A wooden peg that fits into a shive to control the amount of carbon dioxide created in the cask from yeast fermentation is called a keystone.
- o. A stopper in a cask that seals in the contents and allows liquid to be drawn or poured at a controlled rate is called a spile.
- p. Kegs hold alcoholic beverages under pressure so they can retain flavor and carbonation.
- q. A full U.S. standard-sized keg holds 31 gallons.
- r. Beer pulled from a pressurized keg is called “draft beer.”

## Written Test—Answer Key

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### Objective 17

- s. Beer sold in aluminum cans allow large producers to mass-market their products.
- t. Aluminum is not used very much for packaging beer because it gets hot easily.
- u. Beer cans are pressurized to minimize the amount of oxygen that comes in contact with the beverage.

Circle the term that best completes the statement regarding de-alcoholized beverages.

- a. Alcohol-free beverages contain (**no**, trace) amount(s) of detectable alcohol.
- b. De-alcoholized beverages contain (no, **trace**) amount(s) of detectable alcohol.
- c. Wine that contains no alcohol is created (**similar to**, differently than) alcoholic wine.
- d. To remove the alcohol and water from wine, a vineyard uses (**gravity**, refrigeration).
- e. Malted beverages that contain no alcohol are referred to as (diet beer, **near beer**).
- f. Red de-alcoholized wines contain antioxidants called (**catechins**, tannins), which are said to reduce the risk of heart disease.
- g. The calorie count of de-alcoholized beverages is reduced by (**one-half**, one-third) the amount of alcoholic beverages.
- h. Pregnant women (**can**, cannot) safely consume de-alcoholized beverages.
- i. Recovering alcoholics (**can**, cannot) safely consume de-alcoholized beverages without feeling physical or mental impairment.
- j. Diabetics benefit from the (**decreased**, increased) sugar in de-alcoholized beverages.
- k. Party hosts can safely serve (alcoholic, **de-alcoholized**) beverages to designated drivers.

## Written Test—Answer Key

### Objective 18

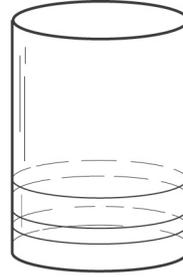
Identify beverage glassware by writing the ware item's identifying number in the picture on the blank next to the respective name.



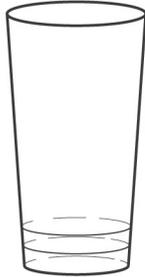
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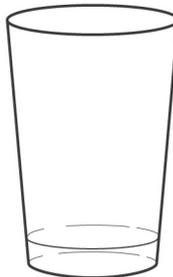
**2**



**3**



**4**



**5**



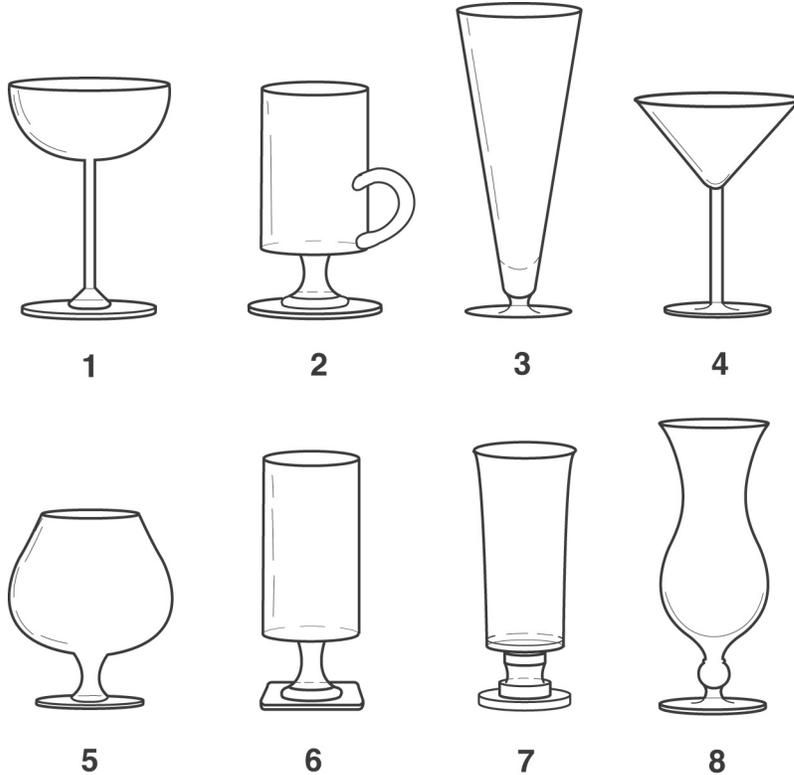
**6**

- 1   a. Beer mug
- 4   b. Collins glass
- 3   c. Highball glass
- 6   d. Old-fashioned (lowball or rocks) glass
- 5   e. Pint glass
- 2   f. Shot glass

## Written Test—Answer Key

### Objective 19

Identify beverage stemmed glassware by writing the ware item's identifying number in the picture on the blank next to the respective name.



- 5   a. Brandy snifter  
  2   b. Coffee glass  
  8   c. Hurricane glass  
  1   d. Margarita glass  
  4   e. Martini glass  
  7   f. Parfait glass  
  3   g. Pilsner glass  
  6   h. Pousse glass

## Written Test—Answer Key

### Objective 20

Identify bar tools by writing the tool's identifying number in the picture on the blank next to the respective name.



- 18 a. Bar spoon
- 2 b. Blender
- 11 c. Bottle/can opener
- 8 d. Champagne/wine vacuum and stopper

## Written Test—Answer Key

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- 16   e. Cocktail picks
- 4   f. Corkscrew
- 15   g. Ice bucket, pick and tongs
- 12   h. Jigger
- 5   i. Juicer/reamer
- 1   j. Knife and cutting board
- 17   k. Liquid measuring cup
- 7   l. Mixing glass
- 10   m. Muddler and bowl
- 14   n. Napkins and coasters
- 6   o. Pitcher
- 13   p. Shaker
- 9   q. Strainer
- 3   r. Swizzle stick

### Objective 21

Select true statements regarding drink machines by placing an “X” on the line next to the true statements.

- X   a. Ice machines are useful for providing large quantities of fresh, clean ice.
- X   b. Ice is commonly used in restaurants to dilute liquids.
- c. An ice machine constantly melts purified ice.
- X   d. Ice augur coils and fan blow cold air on ice cube molds to freeze the water.
- e. Foodservice establishments need different machines for different kinds of drinks (juice, water, milk, etc).
- f. It is against federal regulations for customers to serve themselves out of drink machines.
- X   g. Milk and juice dispensers must be taken apart and thoroughly cleaned and sanitized daily.

## Written Test—Answer Key

### Objective 22

- \_\_\_\_\_ h. Fresh milk and juice is poured directly into a special compartment in a drink machine.
- \_\_\_\_\_ i. Frozen ice cream is dumped into a soft serve machine, where it is mashed up until it is soft.
- X**   j. Frozen drink and soft serve machines continuously freeze and stir ingredients so the contents can be served through a spigot.

Match the garnishment with its type by writing a “C” for Condiment, “G” for Garnishment, “M” for Mixer, or “S” for Specialty Item on the line next to the corresponding numbers on the blanks provided.

- M**   a. Milk
- S**   b. Bartenders extra fine sugar
- G**   c. Olives
- G**   d. Maraschino cherries
- S**   e. Course salt
- C**   f. Vanilla essence
- M**   g. Tomato juice
- C**   h. Honey
- G**   i. Fresh mint leaves
- M**   j. Club soda
- C**   k. Angostura bitters
- G**   l. Pineapple

### Objective 23

Circle the term that best completes the statement regarding beverage area opening procedures.

- a. Wipe off all public areas with (**bleach water**, a wet rag).
- b. Adjust shades so direct sunlight (is, **is not**) shining into customers’ eyes.
- c. Prepare pot of (**coffee**, hot chocolate) each morning.
- d. Wash glasses with warm water and a small amount of (**bleach**, ammonia).

## Written Test—Answer Key

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### Objective 24

- e. Any cracked or chipped glassware should be (sealed with clear nail polish, **thrown away**).
  - f. Check soda and carbon dioxide tanks to make sure they are (**heavy**, light).
  - g. The soda gun should be hanging on the (left, **right**) hand side of the station.
  - h. Notify management if soda machine hoses are (**cracked**, sticky).
  - i. Taste a small amount of each soda to make sure it is (**fizzy**, flat).
  - j. Ice in the ice machine should be (**clear**, cloudy).
  - k. If ice has failed to make in the machine overnight, the bartender should (**buy ice**, not serve cold beverages).
  - l. Ice scoop should be kept (inside, **outside**) the ice.
  - m. Straws, napkins, coasters, and swizzle sticks should be (put away, **restocked**).
  - n. Stock menus in a (hidden, **readily accessible**) location.
  - o. Make sure cash register is (**stocked**, empty).
- Circle the term that best completes the statement regarding beverage area closing procedures.
- a. Glassware should be washed and (**air dried**, spit shined).
  - b. Detach soda machine spouts and put in sanitizing solution (five minutes, **overnight**).
  - c. Garnishes that could turn brown overnight should be (refrigerated, **thrown away**).
  - d. Alcohol products should be (hidden, **locked**).
  - e. Count down cash register till and (**balance**, multiply) with receipts.
  - f. From credit card tips, take out (**according to policy**, as much as you want).
  - g. Shades should be left (open, **closed**) overnight.
  - h. All lights and electronic devices should be (left on, **turned off**) at night.
  - i. The door should be left (**locked**, unlocked) after hours.

## Written Test—Answer Key

### Objective 25

Match the distilled alcohol characteristics with their descriptions by writing the corresponding numbers on the blanks provided.

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. Blending | 4. Layering | 7. Stirring     |
| 2. Building | 5. Muddling | 8. Straining    |
| 3. Flaming  | 6. Shaking  | 9. Tilt pouring |

- 6   a. A lid is put on a cup full of liquids and ice; the bartender jiggles the contents to thoroughly mix them
- 1   b. Making a drink with ice in a blender
- 9   c. Carbonated drink slowly poured down the edge of a glass that is held at an angle
- 3   d. Adding flavor to a beverage by setting the top of the drink on fire
- 5   e. Extracting flavorful oils from fruit or herbs by crushing them and adding them to a drink
- 4   f. Floating layers of beverages on top of each other in one glass
- 7   g. A bar spoon is inserted into a drink and turned clockwise to thoroughly combine ingredients
- 2   h. Pouring all ingredients into a glass and mixing together
- 8   i. After a drink is shaken or stirred with ice, the contents are ran through a special strainer to serve an ice-free cold beverage

### Objective 26

Select true statements regarding beverage presentation protocol by placing an “X” on the line next to the true statements.

- X   a. Cocktails and blender drinks oftentimes consist of an alcohol base, flavoring, and coloring enhancement.
- b. Common cocktail garnishments include carrot sticks and potato wedges.
- X   c. Blender drinks are often garnished with pineapple, oranges, and bananas.
- d. Two different beers should never be mixed together in a glass.
- e. Beer drawn from a keg should only be served in a pint glass.
- X   f. It is acceptable to insert a lemon or lime wedge into a bottle of beer.

## Written Test—Answer Key

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- g. If beer is served in a can, the bartender should open the can and offer to serve it in a frozen mug or pint glass.
- h. Tropical drinks are sometimes called boat drinks.
- i. Fruity drinks are usually the same color as the fruit used to make them.
- j. Tropical drinks are oftentimes served with promotional items like small paper umbrellas, Mardi Gras beads, and customized swizzle sticks.
- k. Common liquors used to make tropical drinks include Irish whisky and vodka.
- l. Hot beverages should arrive at the table cool enough that steam isn't rising from the top.
- m. Hot drinks need to be served in glassware with a handle, such as a mug.
- n. Non-alcoholic beverages should be served in the same glassware as alcoholic drinks.

### Objective 27

Circle the term that best completes the statement regarding beverage service tips.

- a. All ice should be scooped into glassware with a (hand, **scoop**).
- b. To avoid extra trips back and forth between the bar and the customer's table, all drinks should be garnished and all accompanying materials should be put evenly on a tray (after, **before**) table service.
- c. To prevent drips, the waitperson should take a (**clean**, dirty) paper towel and wipe drips off the glass before delivery.
- d. A customer is usually (**given the choice**, required) to start a drink tab.
- e. The server must be careful to (**avoid touching**, touch) glass rims and other contact areas.
- f. It is best if the bartender (forgets, **remembers**) which guest ordered a particular drink.
- g. Hot beverages should be served in a container that (will, **will not**) burn the drinker's hand.
- h. Cold beverages (**should**, should not) be served with extra napkins.
- i. Bar drinks (**are**, are not) usually served on coasters.

## Written Test—Answer Key

### Objective 28

Circle the term that best completes the statement regarding the drink selection process.

- a. Cheese tastes best with a slightly (**bitter**, sweet) beverage.
- b. In particular, cheese tastes good with (**Belgian**, Mexican) beer.
- c. A common dessert drink is a (**cordial**, whisky).
- d. Sweet distilled liquor tastes best during the (**dessert**, main) course.
- e. Fish flavor is (**sharpened**, weakened) with a dry beverage.
- f. Poultry and pork taste best with (hoppy, **sweet**) flavored drinks.
- g. Shellfish flavor can be sharpened with a (**dry**, sweet) beverage.
- h. Fruity ale tastes best with (**red**, white) meat.
- i. A Rauschbier accompanies (breaded, **smoked**) meats usually.
- j. Microbrewed ales, wines, or cocktails serve well with (**American**, French) foods.
- k. Hot sake is popular with (**Asian**, Italian) food.
- l. Jagermeister is a popular choice to serve with (**German**, Hawaiian) cuisine.
- m. Italian food is often served with a (foreign, **regional**) wine.
- n. Tequila-based drinks are commonly presented with (Japanese, **Mexican**) foods.

### Objective 29

Select true statements regarding alcohol in food preparation by placing an “X” on the lines next to the true statements.

- X**   a. Alcohol can be cooked into food.
- X**   b. Most of the alcohol evaporates from the heat involved in cooking.
- c. Alcohol is highly flammable, so it should not be used to cook.
- X**   d. Dishes prepared via “flambé” involve pouring alcohol on top of a prepared dish and igniting it.
- X**   e. Some Japanese “hibachi” style restaurants use ignited alcohol on the grill to cook.
- X**   f. Alcohol is highly desirable as a sauce in food.

## Written Test—Answer Key

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- g. Non-alcoholic substances can be used to replace alcohol in some dishes.
- h. All religious people don't drink alcohol, so religious people shouldn't eat food cooked with alcohol.
- i. It is acceptable for a cook to substitute alcohol in a food dish with a non-alcoholic replacement if he runs out of a particular spirit.

**\*Permission to duplicate this test is granted.**

## Objective 30

### Assignment Sheet 1 – Answer Key Types of Fermented Beverages

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Selected the best answer.	_____

## Basic Skills



## Directions

Match types of fermented beverages with their description by writing the correct letter in the blank next to the description.

- a. Ale
- b. Cider
- c. Hybrid
- d. Lager
- e. Lambic
- f. Mead
- g. Sake
- h. Wash

  F   1. Fermented beverage made from fermented honey and water

  C   2. Blend of lager and ale, often flavored

  A   3. Beer type made with top fermenting yeasts

  G   4. Japanese drink made from fermented rice, sugar cane, or potatoes

  E   5. During creation, wort is exposed to the open air to introduce over 80 wild, airborne native yeasts

  D   6. Beer type made with bottom fermenting yeasts

  B   7. Beverage made from the fermented juice and pulp of apples

  H   8. Fermented part of a distilled beverage



Objective 31

**Assignment Sheet 2— Answer Key  
Match Types of Distilled Beverages  
With Their Characteristics**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Selected the best answer.	_____

Basic Skills



Reading



Science



Critical Thinking



Social Studies

Directions

Match types of distilled beverages with their description by writing the correct letter in the blank next to the description.

- a. Bourbon
- b. Brandy
- c. Frangelico®
- d. Gin
- e. Goldschlager®
- f. Goldwasser
- g. Grand Marnier®
- h. Irish cream
- i. Jagermeister®
- j. Midori®
- k. Rum
- l. Scotch
- m. Southern Comfort®
- n. Tequila

  G   1. Cognac based liqueur flavored with orange peel; comes in Cordon Rouge and Cordon Jaune quality levels

  E   2. Cinnamon schnapps with 24k gold flakes floating in the bottle

  H   3. Liqueur consisting of cream, eggs, chocolate, and Irish whisky

  K   4. Made from sugarcane by-products, such as molasses and sugarcane juice; comes in light, dark, and anejo varieties

  M   5. Bourbon-based liqueur made with citrus and peach

  J   6. Japanese melon liqueur

## Assignment Sheet 2—Answer Key

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- L   7. Pot still whisky made in Scotland from water and malted barley, matured in oak barrels at least three years; name protected by law
- A   8. Fifty-one percent corn grain, is aged in new oak barrels, aged a minimum of two years
- D   9. Spirit with a vodka base flavored mainly with juniper berries; has a very dry taste so rarely drunk by itself
- N   10. Made from the heart of the blue agave plant native to Mexico; comes in plata/blanca, oro, reposado, and anejo varieties
- I   11. Liqueur with a secret mix that includes cinnamon, bitter oranges, ginger root, red sandalwood, and blueberries
- B   12. French white wine made with red wine and fermented fruit juices; aged in oak barrels for several years
- F   13. Liqueur made from orange zest, anise, and caraway; has 24k gold flakes floating in the bottle
- C   14. Liqueur made with toasted hazelnuts, coffee, vanilla, and rhubarb

Objective 32

**Assignment Sheet 3— Answer Key  
Match Glassware With Their Names**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Wrote the correct glassware name beneath its illustration	_____

Basic Skills



Reading



Writing



Science



Critical Thinking



Social Studies



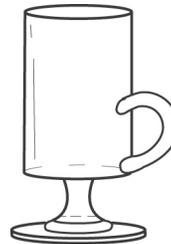
Technology

Directions

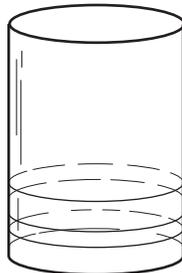
Write the correct name of each glass beneath its illustration. Answer choices include: Beer Mug, Brandy Snifter, Collins Glass, Hurricane Glass, Irish Coffee Glass, Margarita Glass, Martini Glass, Old-Fashioned, Parfait Glass, Pilsner Glass, Pint Glass, Pousse Glass, and Shot Glass.



a. Shot glass



b. Irish Coffee Glass



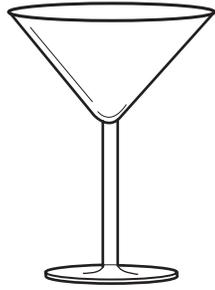
c. Old-Fashioned



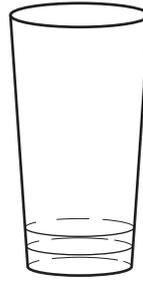
d. Beer Mug

## Assignment Sheet 3—Answer Key

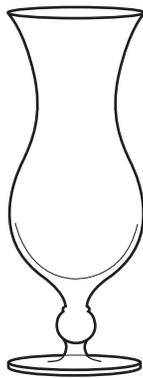
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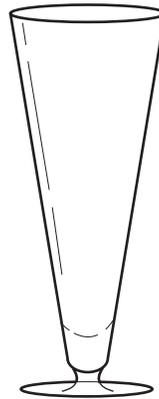
e. **Martini Glass**



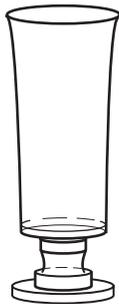
f. **Collins Glass**



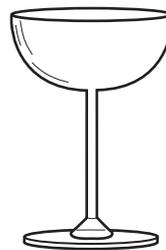
g. **Hurricane Glass**



h. **Pilsner Glass**

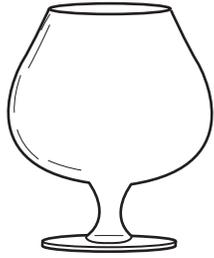


i. **Parfait Glass**

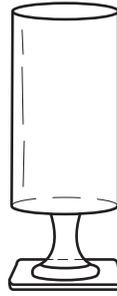


j. **Margarita Glass**

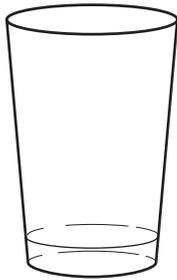
Assignment Sheet 3—Answer Key



k. Brandy Snifter



l. Pousse-Cafe Glass



m. Pint Glass



Objective 33

**Assignment Sheet 4— Answer Key  
Match Bar Tools With Their Names**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
<ul style="list-style-type: none"> <li>Wrote the correct bar tool name beneath its illustration</li> </ul>	_____

Basic Skills



Reading



Writing



Science



Critical Thinking



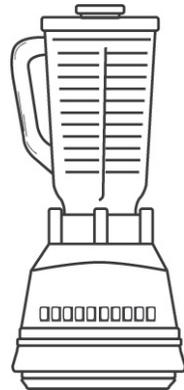
Social Studies



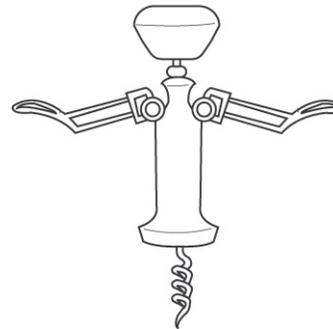
Technology

Directions

Write the correct name of each bar tool beneath its illustration. Answer choices include: Bar Spoon, Blender, Can Opener, Corkscrew, Ice Scoop, Jigger, Juicer, Muddler and Bowl, Pitcher, Shaker, and Strainer (Hawthorne).



a. **Blender**



b. **Corkscrew**



c. **Juicer**



d. **Muddler and Bowl**

## Assignment Sheet 4—Answer Key

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e. **Shaker**



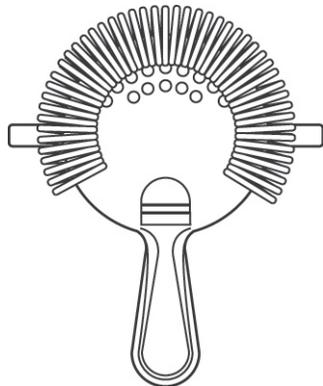
f. **Pitcher**



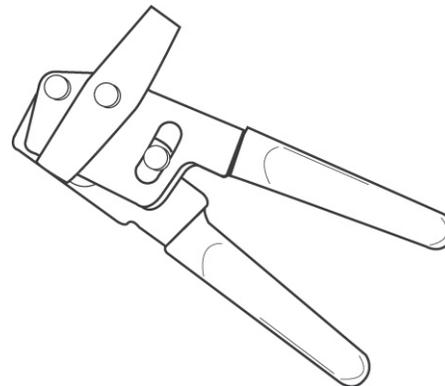
g. **Jigger**



h. **Bar Spoon**



i. **Strainer (Hawthorne)**



j. **Can Opener**



k. **Ice Scoop**

Objective 34

**Assignment Sheet 5— Answer Key  
Name the Beverage Preparation Process**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
<ul style="list-style-type: none"> <li>Selected the best answer.</li> </ul>	_____

Basic Skills



Reading



Writing



Science



Critical Thinking



Social Studies

Directions

Write the correct name of the beverage preparation process used on the line following each scenario. Answer choices include: Blending, Building, Flaming, Muddling, Shaking, Straining, and Tilt Pouring.

- a. Lechelle’s “specialty” drink is her “Muddy Mama.” To make it, she put a bar spoon upside down in a pousse glass, then poured three liquids into the glass along the spoon’s handle. First, she filled 1/3 of the glass with the densest ingredient, coffee liqueur. On top of that, she filled the glass to the 2/3 mark with Irish Cream. Finally, she finished filling the glass with the lightest ingredient, vodka.

**Layering**

- b. After a customer ordered a gin and tonic, Prince put several pieces of cracked ice into a Collins glass, poured in a shot of gin directly on the ice, then filled the remainder of the glass with carbonated tonic. He squeezed a lime wedge on the mix and stirred the contents with a mixing spoon.

**Building**

- c. Carey watched as the bartender put ice into a metal cup, then added coconut rum, vodka, pineapple juice, and grenadine syrup. He snapped a metal lid onto the cup and vigorously shook it back and forth 10 times, making the drink both cold and frothy. He then poured the mixture – ice and all – into a Collins glass.

**Shaking**

## Assignment Sheet 5—Answer Key

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- d. On a trip to New Orleans, Jeremy ordered a Mint Julep. He watched as the bartender crushed fresh spearmint leaves in syrup de gomme with a mortar and pestle. Then, the bartender put chopped whole lime and the crushed ingredients in a glass over cracked ice and filled the glass with Bourbon.

### **Muddling**

- e. Enrico was a bartender at an island resort. After a customer ordered a frozen margarita, he put tequila, margarita mix, and ice in a special machine that crushed the ice into tiny pieces and mixed the drink together. Then, he poured the concoction into a margarita glass that had salt around the rim and garnished with a lime.

### **Blending**

- f. As Lori poured a foamy ale into a pint glass, she was careful to hold the glass at an angle so the beer ran down the inside edge of the glass as it filled up. She then set the glass down for about a minute so the head could dissipate, then repeated the process until the glass was full.

### **Tilt pouring**

- g. Shelby was shocked to watch a bartender pour a spoonful of 151 proof rum, heat the bottom of the spoon with a match, then pour the hot rum into a shot glass 3/4 full amaretto liqueur. Then, he took a new match, ignited the top of the shot, and quickly dropped it into a glass 3/4 full of beer.

### **Flaming**

- h. To make a martini, Brandon filled a mixing glass with ice and poured in 2 oz. of dry gin and 1/2 oz. dry vermouth. He placed a lid on the glass and shook it vigorously until condensation formed on the outside of the glass. Then, he used a Hawthorn strainer to strain only the liquid into a chilled martini glass. Finally, an olive was dropped into the glass and the drink was served.

### **Straining**

## Unit Review

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Directions**

Read each of the items below. From the choices given, circle the letter of the most correct response.

**Objective 15**

1. Which is the most expensive quality level of distilled liquor?
- a. Premium
  - b. Top shelf
  - c. Well
  - d. None of the above

**Objective 22**

2. Olives are grouped into what type of edible supply?
- a. Condiments
  - b. Garnishes
  - c. Kitchen staples
  - d. Mixers

**Objective 4**

3. What is the main ingredient in most soft drinks?
- a. Berries
  - b. Caffeine
  - c. Sugar
  - d. Water

**Objective 27**

4. Which tool is recommended for getting ice into a drinking glass?
- a. Fingers
  - b. Hand
  - c. Ice scoop
  - d. The drinking glass

**Objective 8**

5. Which quality of well-prepared coffee should always be present?
- a. Bitter flavor
  - b. Hot temperature
  - c. Oily surface
  - d. Strong flavor

## Unit Review

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### Objective 29

6. Sparkling white grape juice is a good non-alcoholic cooking substitute for which alcoholic beverage?
- a. Amaretto
  - b. Crème de menthe
  - c. Champagne
  - d. Cointreau

### Objective 1

7. Which word describes a colorless liquid that is the byproduct of fermented sugars and starches?
- a. Alcohol
  - b. Antioxidant
  - c. Grinds
  - d. Skim

### Objective 25

8. Which drink preparation method involves pouring different liquids (from heaviest to lightest weight) along an upside-down spoon into a glass?
- a. Blending
  - b. Flaming
  - c. Layering
  - d. Muddling

### Objective 18

9. Select the standard glassware item that has a handle to keep the consumer's hand from warming up their drink.
- a. Beer mug
  - b. Collins glass
  - c. Pint glass
  - d. Shot glass

### Objective 28

10. Which alcoholic beverage selection would taste best with smoked meat?
- a. Porter lager
  - b. Wood aged liquor
  - c. Both "a" and "b"
  - d. None of the above

### Objective 3

11. Why is milk ultra pasteurized?
- a. So it doesn't grow mold
  - b. To destroy pathenogenic germs and spores
  - c. To give the milk a longer shelf life
  - d. None of the above

<b>Objective 12</b>	12. Lager is made using which kind of yeast?  a. Bottom fermenting b. Top fermenting c. Both “a” and “b” d. None of the above
<b>Objective 20</b>	13. What is the primary use of cocktail picks?  a. To remove wine corks b. To stir drinks c. Both “a” and “b” d. None of the above
<b>Objective 6</b>	14. Which is a freshwater source found in nature?  a. Icebergs b. Lakes c. Rivers d. All of the above
<b>Objective 24</b>	15. Instead of storing in the refrigerator overnight, a bartender should throw away which drink garnish at closing time?  a. Bananas b. Cherries c. Olives d. Pickles
<b>Objective 10</b>	16. Which statement regarding hot cocoa and hot chocolate is true?  a. Garnished with whipped cream or marshmallows b. Popular summertime drink c. Served in a glass d. Tastes best when served cold
<b>Objective 21</b>	17. Which machine’s main job is to constantly freeze purified water?  a. Ice machine b. Ice cream/yogurt machine c. Juice dispenser d. Milk dispenser
<b>Objective 26</b>	18. What beverage consists of an alcohol base, flavoring, and coloring enhancement?  a. Blender drink b. Cocktail c. Both “a” and “b” d. None of the above

## Unit Review

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### Objective 2

19. Which group of people may have been the first to brew beer for religious purposes?
- a. Chinese
  - b. Egyptians
  - c. Japanese
  - d. Russians

### Objective 9

20. What is the name of the smallest shot of espresso?
- a. Doppio
  - b. Lungo
  - c. Ristretto
  - d. Single

### Objective 19

21. Which piece of stemware is traditionally used to serve beer, but can also be used to serve margaritas?
- a. Coffee glass
  - b. Martini glass
  - c. Pilsner glass
  - d. Pousse glass

### Objective 17

22. Select the beverage that can be de-alcoholized.
- a. Malted beverages
  - b. Wine
  - c. Both “a” and “b”
  - d. None of the above

### Objective 7

23. Which fruit juice has had most of the water removed?
- a. Fresh
  - b. From concentrate
  - c. Store bought
  - d. None of the above

### Objective 23

24. If a bartender arrives at work to find the ice machine broken, what should he or she do?
- a. Grab some ice from the salad bar
  - b. Purchase ice from a local grocery store
  - c. Serve drinks without ice
  - d. All of the above

## Unit Review

<b>Objective 5</b>	25. Select the tea variety that has a leaf color that has a reddish color.  a. Black b. Green c. Oolong d. White
<b>Objective 13</b>	26. What beverage is made from the fermented juice and pulp of apples?  a. Cider b. Mead c. Sake d. Whiskey
<b>Objective 16</b>	27. Skunked beer is most likely to be found in what color of glass bottle?  a. Black b. Brown c. Clear d. Both “b” and “c”
<b>Objective 11</b>	28. During the process of fermentation, the grain mixture takes in _____ and releases _____.  a. carbon dioxide, carbon dioxide b. carbon dioxide, oxygen c. oxygen, oxygen d. oxygen, carbon dioxide
<b>Objective 14</b>	29. Which still is filled with perforated plates that condense the wash and allow rising vapor to pass through?  a. Continuous still b. Pot still c. Both “a” and “b” d. None of the above
<b>Objective 15</b>	30. Name the sweetened beverage made of neutral distilled alcohol that is combined with one or more aromatic flavoring substances.  a. Ale b. Lager c. Liqueur d. Liquor

## Unit Review

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**Objective 22**

31. Which commonly used edible supply is considered a mixer?
- a. Celery
  - b. Cloves
  - c. Coffee beans
  - d. Cranberry juice

**Objective 4**

32. Which statement is true concerning fountain drinks?
- a. Carbon dioxide tanks are needed to add “fizz” to the soda
  - b. Syrup pouches add the soda’s flavor to carbonated water
  - c. The better filtered the water, the higher the quality of the beverage
  - d. All of the above

**Objective 27**

33. Why would a manager insist that a server place each drink served on a coaster?
- a. Absorb condensation from a glass
  - b. Coasters prevent damage to wooden bar or tables
  - c. None of the above
  - d. Both “a” and “b”

**Objective 8**

34. Which word describes the way coffee feels on the tongue?
- a. Acidity
  - b. Aroma
  - c. Body
  - d. Temperature

**Objective 29**

35. Why would a foodservice worker need to know non-alcoholic substitutions to use in food preparation?
- a. For customers that do not drink alcohol due to religious purposes
  - b. In the event the restaurant runs out of a particular spirit
  - c. To cut the expenses associated with cooking with alcohol
  - d. All of the above

**Objective 1**

36. Which term describes a food product that has been heat treated to kill harmful bacteria?
- a. Curd
  - b. Dehydrated
  - c. Pasteurized
  - d. Skim

## Unit Review

<b>Objective 25</b>	37. A mortar and pestle are most useful when using which drink preparation method?  a. Flaming b. Layering c. Muddling d. Tilt pouring
<b>Objective 18</b>	38. Which is the shortest glass used to serve a mixed drink?  a. Collins glass b. Highball glass c. Lowball glass d. Pint glass
<b>Objective 28</b>	39. Which drink pairs best with Mexican food?  a. Mexican ale b. Tequila drinks c. Fruit blender drinks d. All of the above
<b>Objective 3</b>	40. Select the milk product that contains the highest butterfat content.  a. Cream b. Half and half c. Skim milk d. Whole milk
<b>Objective 12</b>	41. In which beer is the wort exposed to the open air to introduce over 80 wild, air-borne Belgian yeasts?  a. Ale b. Hybrid c. Lager d. Lambic
<b>Objective 20</b>	42. Why would a bartender need a jigger?  a. To keep from making a overly strong or weak drink b. To mash citrus fruits c. To remove a cork from a wine bottle d. To strain ice chunks from a drink
<b>Objective 6</b>	43. Which chemical is added to water as a disinfectant?  a. Chlorine b. Flocculent c. Fluoride d. None of the above

## Unit Review

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**Objective 24**

44. At closing time, what should be locked up each night?
- a. Alcohol products
  - b. Condiments
  - c. Ice machine
  - d. Soda machines

**Objective 10**

45. What flavor sensation should hot chocolate present on the tongue?
- a. Bitter
  - b. Rich
  - c. Salty
  - d. Sour

**Objective 21**

46. Which of the following is an example of a soft serve treat?
- a. Frozen yogurt
  - b. Hard candy
  - c. Popsicle
  - d. All of the above

**Objective 26**

47. Which drink is most likely to be garnished with pineapple?
- a. Beer
  - b. Hot beverages
  - c. Tropical drinks
  - d. None of the above

**Objective 2**

48. How do food and beverage complement each other?
- a. Alcohol can enhance food flavor
  - b. Both provide a celebration-type atmosphere
  - c. Alcohol enhances friendliness during a formal meal
  - d. All of the above

**Objective 9**

49. What is the name of the largest serving of espresso?
- a. Doppio
  - b. Lungo
  - c. Ristretto
  - d. Single

**Objective 19**

50. Which piece of stemware is usually designated to serve drinks made of fruit or ice cream?
- a. Brandy snifter
  - b. Hurricane glass
  - c. Parfait glass
  - d. Pousse glass

## Unit Review

<b>Objective 17</b>	51. What is a benefit of drinking de-alcoholized beverages?  a. Red de-alcoholized wines retain antioxidants b. Reduced calories c. Viable alternative for those who cannot consume alcohol due to religious reasons d. All of the above
<b>Objective 7</b>	52. How is juice packaged for sale?  a. Glass bottles b. Squeeze boxes c. Both “a” and “b” d. None of the above
<b>Objective 23</b>	53. Which is a best practice regarding glassware and opening procedures?  a. Glassware should be spit-polished to remove spots b. Glassware should be washed without detergent to prevent poisoning customers c. If water spots are visible on a glass, throw it away d. Polish glassware with a soft cloth
<b>Objective 5</b>	54. Chai is made from what tea variety?  a. Black b. Green c. Oolong d. White
<b>Objective 13</b>	55. Which Japanese beverage is made from the fermented starch of rice, sugar cane, or potatoes?  a. Cider b. Mead c. Rum d. Sake
<b>Objective 16</b>	56. From what material is a cask most likely to be constructed?  a. Aluminum b. Glass c. Oak d. Steel

## Unit Review

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**Objective 11**

57. During fermentation, solids dissolve and malt enzyme starches convert to sugar, creating a mixture called \_\_\_\_\_.
- a. Mash
  - b. Wort
  - c. Both “a” and “b”
  - d. None of the above

**Objective 14**

58. Which of the following is a part of a basic still?
- a. Condenser to cool vapor to a liquid
  - b. Reboiler pot to heat wash
  - c. Receiver to collect concentrated liquid
  - d. All of the above

**Objective 15**

59. Tequila is made from sugarcane by-products, such as molasses and sugarcane juice.
- a. True
  - b. False

**Objective 22**

60. Coconut cream is commonly stocked in a bar area as an edible mixer.
- a. True
  - b. False

**Objective 4**

61. Soft drinks are commonly served at room temperature in the United States.
- a. True
  - b. False

**Objective 27**

62. Hot beverages should always be served in a glass container.
- a. True
  - b. False

**Objective 8**

63. Coffee color is a good predictor of the beverage’s degree of “smoky” flavor.
- a. True
  - b. False

**Objective 29**

64. After the alcohol has evaporated from a heat-prepared dish, the spirit’s flavor leaves the food as well.
- a. True
  - b. False

## Unit Review

<b>Objective 1</b>	65. A spirit is a strong alcoholic drink made only by fermentation. a. True b. False
<b>Objective 25</b>	66. Bartenders usually use the tilt pouring method to add a distilled liquor to a glass. a. True b. False
<b>Objective 18</b>	67. Shot glasses normally hold about 1.5 oz. of liquor. a. True b. False
<b>Objective 28</b>	68. Cheese usually tastes best with a slightly bitter beverage, like a hoppy Belgian beer. a. True b. False
<b>Objective 3</b>	69. Organic milk comes from cows that have been grown and raised with the use of steroids and hormones. a. True b. False
<b>Objective 12</b>	70. German wheat beer is also called “Rauchbier.” a. True b. False
<b>Objective 20</b>	71. The spiral shaped spear on a wine corkscrew is referred to as the “worm.” a. True b. False
<b>Objective 6</b>	72. Water begins freezing when it has reached a temperature of 32° F or lower. a. True b. False
<b>Objective 24</b>	73. A bar closer needs to make sure that ice machine hoses are properly connected before heading home for the night. a. True b. False

## Unit Review

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- |                     |   |
|---------------------|---|
| <b>Objective 10</b> | 74. A finished cup of hot chocolate should have oils and debris floating on the top.<br><br>a. True<br>b. False                               |
| <b>Objective 21</b> | 75. Frozen drink machines contain a paddle that continuously stirs the concoction to keep it from freezing solid.<br><br>a. True<br>b. False  |
| <b>Objective 26</b> | 76. Hot beverages should be served hot enough that steam is rising from the mug.<br><br>a. True<br>b. False                                   |
| <b>Objective 2</b>  | 77. Beverages have found their place next to the plate during religious ceremonies.<br><br>a. True<br>b. False                                |
| <b>Objective 9</b>  | 78. In Italian, “doppio” translates to “a single shot.”<br><br>a. True<br>b. False  |
| <b>Objective 19</b> | 79. A pilsner glass is considered stemware.<br><br>a. True<br>b. False  |
| <b>Objective 17</b> | 80. Pregnant women can harm their unborn child with Fetal Alcohol Syndrome if they consume alcoholic beverages.<br><br>a. True<br>b. False    |
| <b>Objective 7</b>  | 81. Three servings of vegetable juice is equivalent to one serving of vegetables, per the USDA Food Guide Pyramid.<br><br>a. True<br>b. False |

## Unit Review

<b>Objective 23</b>	82. When opening a bar area, shades may need to be adjusted to reduce sun's glare in customer's eyes.  a. True b. False
<b>Objective 5</b>	83. Tea is the most consumed beverage in the world.  a. True b. False
<b>Objective 13</b>	84. Mead is created from fermented honey and water.  a. True b. False
<b>Objective 16</b>	85. Draft beer is pulled from a pressurized keg.  a. True b. False
<b>Objective 11</b>	86. Most distilled beverages contain ingredients that must be fermented before they can be distilled.  a. True b. False
<b>Objective 14</b>	87. Proof is the method of measuring the alcohol content of a distilled spirit.  a. True b. False



## Unit Review—Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Directions**

Read each of the items below. From the choices given, circle the letter of the most correct response.

**Objective 15**

1. Which is the most expensive quality level of distilled liquor?
- a. Premium
  - b. Top shelf**
  - c. Well
  - d. None of the above

**Objective 22**

2. Olives are grouped into what type of edible supply?
- a. Condiments
  - b. Garnishes**
  - c. Kitchen staples
  - d. Mixers

**Objective 4**

3. What is the main ingredient in most soft drinks?
- a. Berries
  - b. Caffeine
  - c. Sugar
  - d. Water**

**Objective 27**

4. Which tool is recommended for getting ice into a drinking glass?
- a. Fingers
  - b. Hand
  - c. Ice scoop**
  - d. The drinking glass

**Objective 8**

5. Which quality of well-prepared coffee should always be present?
- a. Bitter flavor
  - b. Hot temperature**
  - c. Oily surface
  - d. Strong flavor

## Unit Review—Answer Key

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### Objective 29

6. Sparkling white grape juice is a good non-alcoholic cooking substitute for which alcoholic beverage?
- a. Amaretto
  - b. Crème de menthe
  - c. Champagne**
  - d. Cointreau

### Objective 1

7. Which word describes a colorless liquid that is the byproduct of fermented sugars and starches?
- a. Alcohol**
  - b. Antioxidant
  - c. Grinds
  - d. Skim

### Objective 25

8. Which drink preparation method involves pouring different liquids (from heaviest to lightest weight) along an upside-down spoon into a glass?
- a. Blending
  - b. Flaming
  - c. Layering**
  - d. Muddling

### Objective 18

9. Select the standard glassware item that has a handle to keep the consumer's hand from warming up their drink.
- a. Beer mug**
  - b. Collins glass
  - c. Pint glass
  - d. Shot glass

### Objective 28

10. Which alcoholic beverage selection would taste best with smoked meat?
- a. Porter lager
  - b. Wood aged liquor
  - c. Both "a" and "b"**
  - d. None of the above

### Objective 3

11. Why is milk ultra pasteurized?
- a. So it doesn't grow mold
  - b. To destroy pathenogenic germs and spores
  - c. To give the milk a longer shelf life**
  - d. None of the above

## Unit Review—Answer Key

<b>Objective 12</b>	12. Lager is made using which kind of yeast?  <b>a. Bottom fermenting</b> b. Top fermenting c. Both “a” and “b” d. None of the above
<b>Objective 20</b>	13. What is the primary use of cocktail picks?  a. To remove wine corks b. To stir drinks c. Both “a” and “b” <b>d. None of the above</b>
<b>Objective 6</b>	14. Which is a freshwater source found in nature?  a. Icebergs b. Lakes c. Rivers <b>d. All of the above</b>
<b>Objective 24</b>	15. Instead of storing in the refrigerator overnight, a bartender should throw away which drink garnish at closing time?  <b>a. Bananas</b> b. Cherries c. Olives d. Pickles
<b>Objective 10</b>	16. Which statement regarding hot cocoa and hot chocolate is true?  <b>a. Garnished with whipped cream or marshmallows</b> b. Popular summertime drink c. Served in a glass d. Tastes best when served cold
<b>Objective 21</b>	17. Which machine’s main job is to constantly freeze purified water?  <b>a. Ice machine</b> b. Ice cream/yogurt machine c. Juice dispenser d. Milk dispenser
<b>Objective 26</b>	18. What beverage consists of an alcohol base, flavoring, and coloring enhancement?  a. Blender drink b. Cocktail <b>c. Both “a” and “b”</b> d. None of the above

## Unit Review—Answer Key

---

### Objective 2

19. Which group of people may have been the first to brew beer for religious purposes?
- a. Chinese
  - b. Egyptians**
  - c. Japanese
  - d. Russians

### Objective 9

20. What is the name of the smallest shot of espresso?
- a. Doppio
  - b. Lungo
  - c. Ristretto**
  - d. Single

### Objective 19

21. Which piece of stemware is traditionally used to serve beer, but can also be used to serve margaritas?
- a. Coffee glass
  - b. Martini glass
  - c. Pilsner glass**
  - d. Pousse glass

### Objective 17

22. Select the beverage that can be de-alcoholized.
- a. Malted beverages
  - b. Wine
  - c. Both “a” and “b”**
  - d. None of the above

### Objective 7

23. Which fruit juice has had most of the water removed?
- a. Fresh
  - b. From concentrate**
  - c. Store bought
  - d. None of the above

### Objective 23

24. If a bartender arrives at work to find the ice machine broken, what should he or she do?
- a. Grab some ice from the salad bar
  - b. Purchase ice from a local grocery store**
  - c. Serve drinks without ice
  - d. All of the above

## Unit Review—Answer Key

<b>Objective 5</b>	25. Select the tea variety that has a leaf color that has a reddish color.  a. Black b. Green <b>c. Oolong</b> d. White
<b>Objective 13</b>	26. What beverage is made from the fermented juice and pulp of apples?  <b>a. Cider</b> b. Mead c. Sake d. Whiskey
<b>Objective 16</b>	27. Skunked beer is most likely to be found in what color of glass bottle?  a. Black b. Brown <b>c. Clear</b> <b>d. Both “b” and “c”</b>
<b>Objective 11</b>	28. During the process of fermentation, the grain mixture takes in _____ and releases _____.  a. carbon dioxide, carbon dioxide b. carbon dioxide, oxygen c. oxygen, oxygen <b>d. oxygen, carbon dioxide</b>
<b>Objective 14</b>	29. Which still is filled with perforated plates that condense the wash and allow rising vapor to pass through?  <b>a. Continuous still</b> b. Pot still c. Both “a” and “b” d. None of the above
<b>Objective 15</b>	30. Name the sweetened beverage made of neutral distilled alcohol that is combined with one or more aromatic flavoring substances.  a. Ale b. Lager <b>c. Liqueur</b> d. Liquor

## Unit Review—Answer Key

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### Objective 22

31. Which commonly used edible supply is considered a mixer?
- a. Celery
  - b. Cloves
  - c. Coffee beans
  - d. **Cranberry juice**

### Objective 4

32. Which statement is true concerning fountain drinks?
- a. Carbon dioxide tanks are needed to add “fizz” to the soda
  - b. Syrup pouches add the soda’s flavor to carbonated water
  - c. The better filtered the water, the higher the quality of the beverage
  - d. **All of the above**

### Objective 27

33. Why would a manager insist that a server place each drink served on a coaster?
- a. Absorb condensation from a glass
  - b. Coasters prevent damage to wooden bar or tables
  - c. None of the above
  - d. **Both “a” and “b”**

### Objective 8

34. Which word describes the way coffee feels on the tongue?
- a. Acidity
  - b. Aroma
  - c. **Body**
  - d. Temperature

### Objective 29

35. Why would a foodservice worker need to know non-alcoholic substitutions to use in food preparation?
- a. For customers that do not drink alcohol due to religious purposes
  - b. In the event the restaurant runs out of a particular spirit
  - c. To cut the expenses associated with cooking with alcohol
  - d. **All of the above**

### Objective 1

36. Which term describes a food product that has been heat treated to kill harmful bacteria?
- a. Curd
  - b. Dehydrated
  - c. **Pasteurized**
  - d. Skim

## Unit Review—Answer Key

<b>Objective 25</b>	37. A mortar and pestle are most useful when using which drink preparation method?  a. Flaming b. Layering <b>c. Muddling</b> d. Tilt pouring
<b>Objective 18</b>	38. Which is the shortest glass used to serve a mixed drink?  a. Collins glass b. Highball glass <b>c. Lowball glass</b> d. Pint glass
<b>Objective 28</b>	39. Which drink pairs best with Mexican food?  a. Mexican ale b. Tequila drinks c. Fruit blender drinks <b>d. All of the above</b>
<b>Objective 3</b>	40. Select the milk product that contains the highest butterfat content.  <b>a. Cream</b> b. Half and half c. Skim milk d. Whole milk
<b>Objective 12</b>	41. In which beer is the wort exposed to the open air to introduce over 80 wild, air-borne Belgian yeasts?  a. Ale b. Hybrid c. Lager <b>d. Lambic</b>
<b>Objective 20</b>	42. Why would a bartender need a jigger?  <b>a. To keep from making a overly strong or weak drink</b> b. To mash citrus fruits c. To remove a cork from a wine bottle d. To strain ice chunks from a drink
<b>Objective 6</b>	43. Which chemical is added to water as a disinfectant?  <b>a. Chlorine</b> b. Flocculent c. Fluoride d. None of the above

## Unit Review—Answer Key

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Objective 24

44. At closing time, what should be locked up each night?
- a. **Alcohol products**
  - b. Condiments
  - c. Ice machine
  - d. Soda machines

Objective 10

45. What flavor sensation should hot chocolate present on the tongue?
- a. Bitter
  - b. **Rich**
  - c. Salty
  - d. Sour

Objective 21

46. Which of the following is an example of a soft serve treat?
- a. **Frozen yogurt**
  - b. Hard candy
  - c. Popsicle
  - d. All of the above

Objective 26

47. Which drink is most likely to be garnished with pineapple?
- a. Beer
  - b. Hot beverages
  - c. **Tropical drinks**
  - d. None of the above

Objective 2

48. How do food and beverage complement each other?
- a. Alcohol can enhance food flavor
  - b. Both provide a celebration-type atmosphere
  - c. Alcohol enhances friendliness during a formal meal
  - d. **All of the above**

Objective 9

49. What is the name of the largest serving of espresso?
- a. Doppio
  - b. **Lungo**
  - c. Ristretto
  - d. Single

Objective 19

50. Which piece of stemware is usually designated to serve drinks made of fruit or ice cream?
- a. Brandy snifter
  - b. Hurricane glass
  - c. **Parfait glass**
  - d. Pousse glass

## Unit Review—Answer Key

<b>Objective 17</b>	51. What is a benefit of drinking de-alcoholized beverages?  a. Red de-alcoholized wines retain antioxidants b. Reduced calories c. Viable alternative for those who cannot consume alcohol due to religious reasons <b>d. All of the above</b>
<b>Objective 7</b>	52. How is juice packaged for sale?  a. Glass bottles b. Squeeze boxes <b>c. Both “a” and “b”</b> d. None of the above
<b>Objective 23</b>	53. Which is a best practice regarding glassware and opening procedures?  a. Glassware should be spit-polished to remove spots b. Glassware should be washed without detergent to prevent poisoning customers c. If water spots are visible on a glass, throw it away <b>d. Polish glassware with a soft cloth</b>
<b>Objective 5</b>	54. Chai is made from what tea variety?  <b>a. Black</b> b. Green c. Oolong d. White
<b>Objective 13</b>	55. Which Japanese beverage is made from the fermented starch of rice, sugar cane, or potatoes?  a. Cider b. Mead c. Rum <b>d. Sake</b>
<b>Objective 16</b>	56. From what material is a cask most likely to be constructed?  a. Aluminum b. Glass <b>c. Oak</b> d. Steel

## Unit Review—Answer Key

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**Objective 11**

57. During fermentation, solids dissolve and malt enzyme starches convert to sugar, creating a mixture called \_\_\_\_\_.
- a. Mash
  - b. Wort**
  - c. Both “a” and “b”
  - d. None of the above

**Objective 14**

58. Which of the following is a part of a basic still?
- a. Condenser to cool vapor to a liquid
  - b. Reboiler pot to heat wash
  - c. Receiver to collect concentrated liquid
  - d. All of the above**

**Objective 15**

59. Tequila is made from sugarcane by-products, such as molasses and sugarcane juice.
- a. True
  - b. False**

**Objective 22**

60. Coconut cream is commonly stocked in a bar area as an edible mixer.
- a. True**
  - b. False

**Objective 4**

61. Soft drinks are commonly served at room temperature in the United States.
- a. True
  - b. False**

**Objective 27**

62. Hot beverages should always be served in a glass container.
- a. True
  - b. False**

**Objective 8**

63. Coffee color is a good predictor of the beverage’s degree of “smoky” flavor.
- a. True**
  - b. False

**Objective 29**

64. After the alcohol has evaporated from a heat-prepared dish, the spirit’s flavor leaves the food as well.
- a. True
  - b. False**

## Unit Review—Answer Key

<b>Objective 1</b>	65. A spirit is a strong alcoholic drink made only by fermentation. a. True <b>b. False</b>
<b>Objective 25</b>	66. Bartenders usually use the tilt pouring method to add a distilled liquor to a glass. a. True <b>b. False</b>
<b>Objective 18</b>	67. Shot glasses normally hold about 1.5 oz. of liquor. <b>a. True</b> b. False
<b>Objective 28</b>	68. Cheese usually tastes best with a slightly bitter beverage, like a hoppy Belgian beer. <b>a. True</b> b. False
<b>Objective 3</b>	69. Organic milk comes from cows that have been grown and raised with the use of steroids and hormones. a. True <b>b. False</b>
<b>Objective 12</b>	70. German wheat beer is also called “Rauchbier.” a. True <b>b. False</b>
<b>Objective 20</b>	71. The spiral shaped spear on a wine corkscrew is referred to as the “worm.” <b>a. True</b> b. False
<b>Objective 6</b>	72. Water begins freezing when it has reached a temperature of 32° F or lower. <b>a. True</b> b. False
<b>Objective 24</b>	73. A bar closer needs to make sure that ice machine hoses are properly connected before heading home for the night. <b>a. True</b> b. False

## Unit Review—Answer Key

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**Objective 10**

74. A finished cup of hot chocolate should have oils and debris floating on the top.

- a. True
- b. False**

**Objective 21**

75. Frozen drink machines contain a paddle that continuously stirs the concoction to keep it from freezing solid.

- a. True**
- b. False

**Objective 26**

76. Hot beverages should be served hot enough that steam is rising from the mug.

- a. True**
- b. False

**Objective 2**

77. Beverages have found their place next to the plate during religious ceremonies.

- a. True**
- b. False

**Objective 9**

78. In Italian, “doppio” translates to “a single shot.”

- a. True
- b. False**

**Objective 19**

79. A pilsner glass is considered stemware.

- a. True**
- b. False

**Objective 17**

80. Pregnant women can harm their unborn child with Fetal Alcohol Syndrome if they consume alcoholic beverages.

- a. True**
- b. False

**Objective 7**

81. Three servings of vegetable juice is equivalent to one serving of vegetables, per the USDA Food Guide Pyramid.

- a. True
- b. False**

## Unit Review—Answer Key

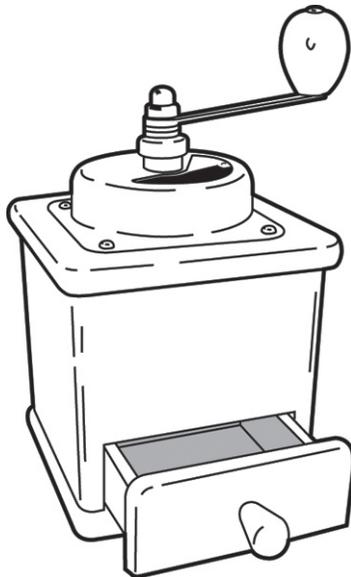
<b>Objective 23</b>	82. When opening a bar area, shades may need to be adjusted to reduce sun's glare in customer's eyes.  a. <b>True</b> b. False
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<b>Objective 14</b>	87. Proof is the method of measuring the alcohol content of a distilled spirit.  a. <b>True</b> b. False



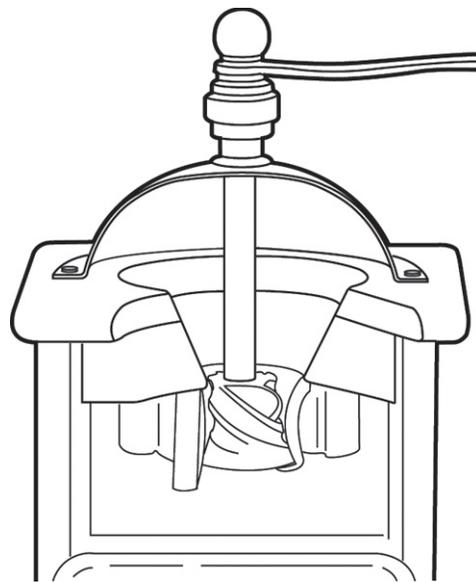
# Blade and Burr Grinders



Blade Grinder



Outside View

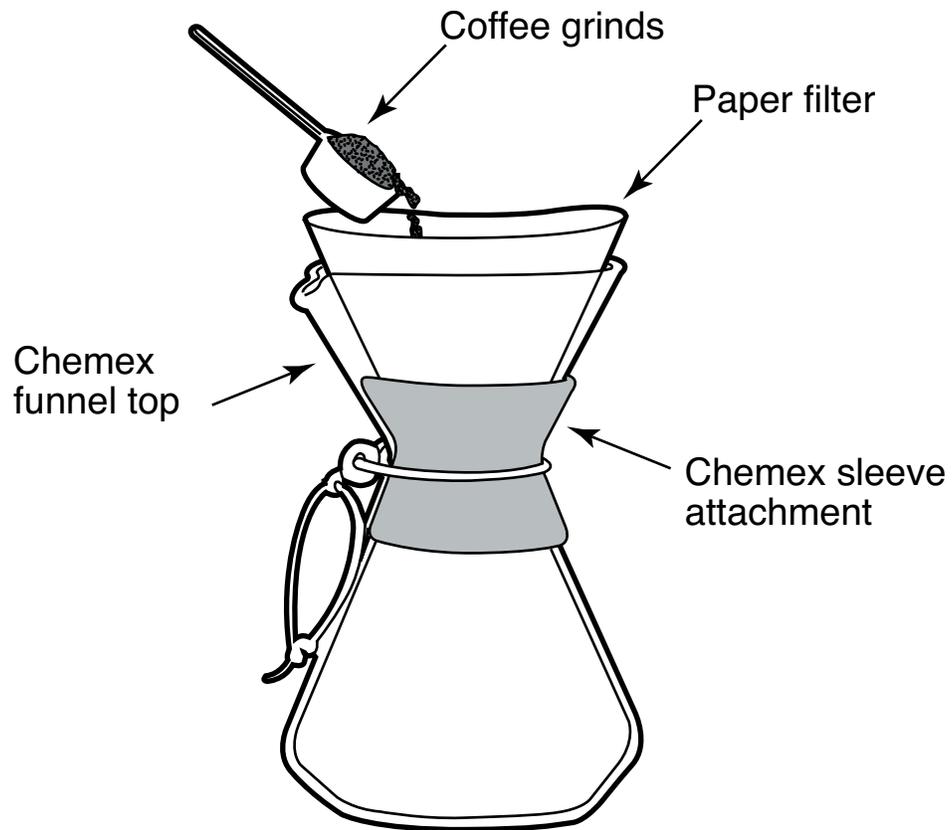


Inside View

Burr Grinder

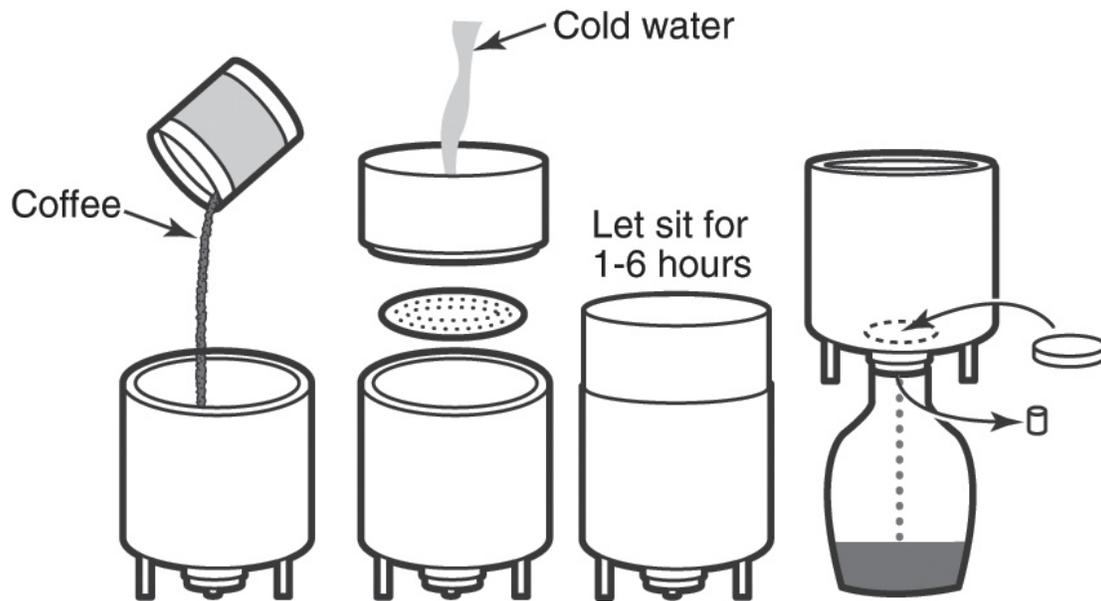


# Chemex Coffee Preparation



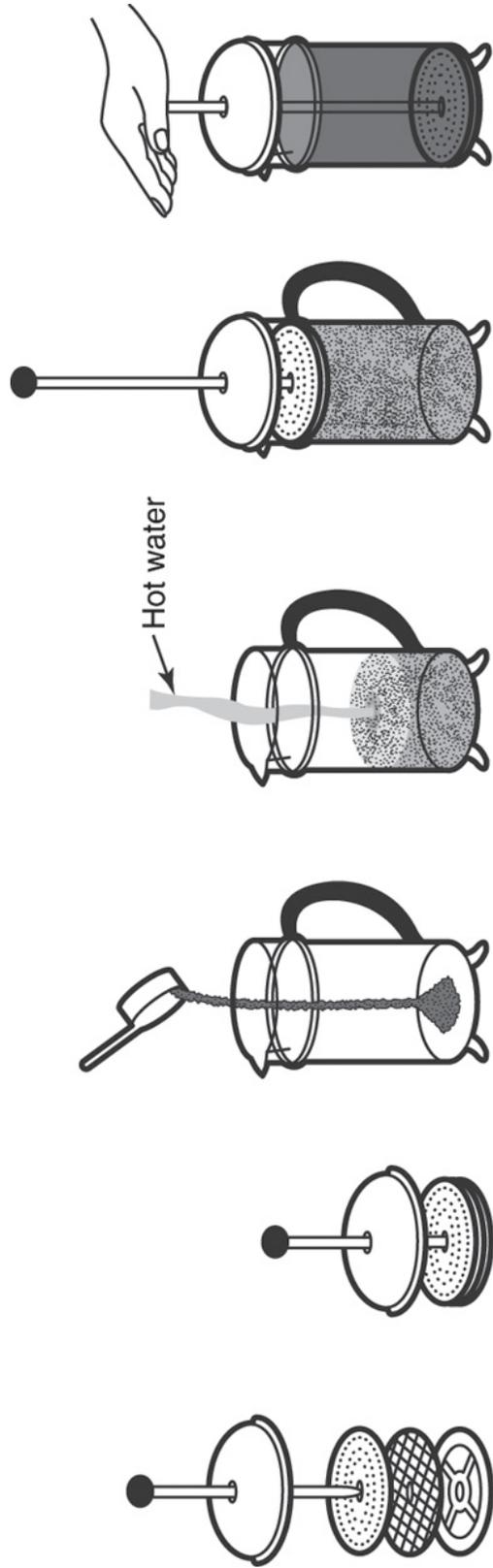


# Cold Brewing Coffee Preparation



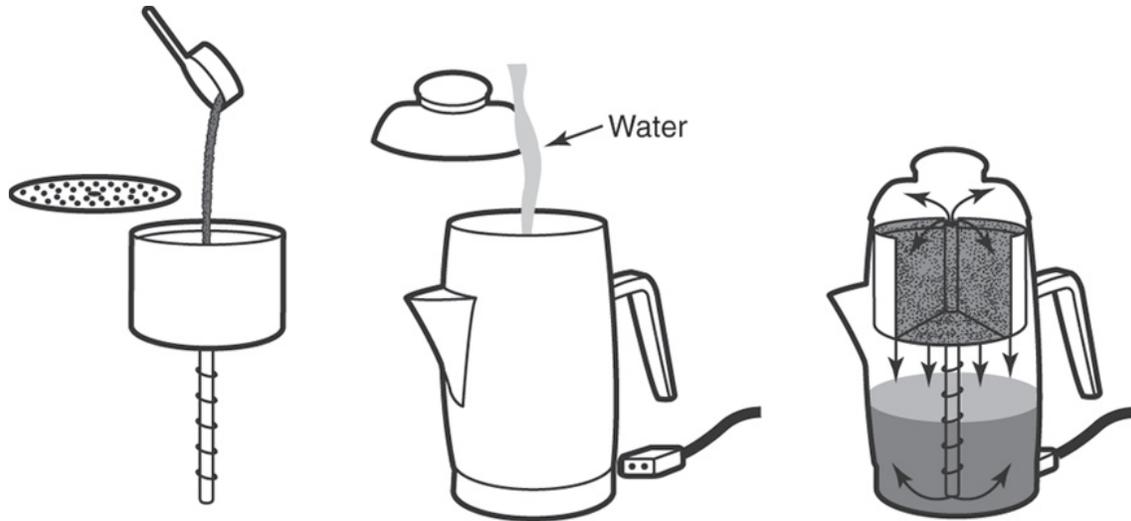


# French Press Coffee Preparation



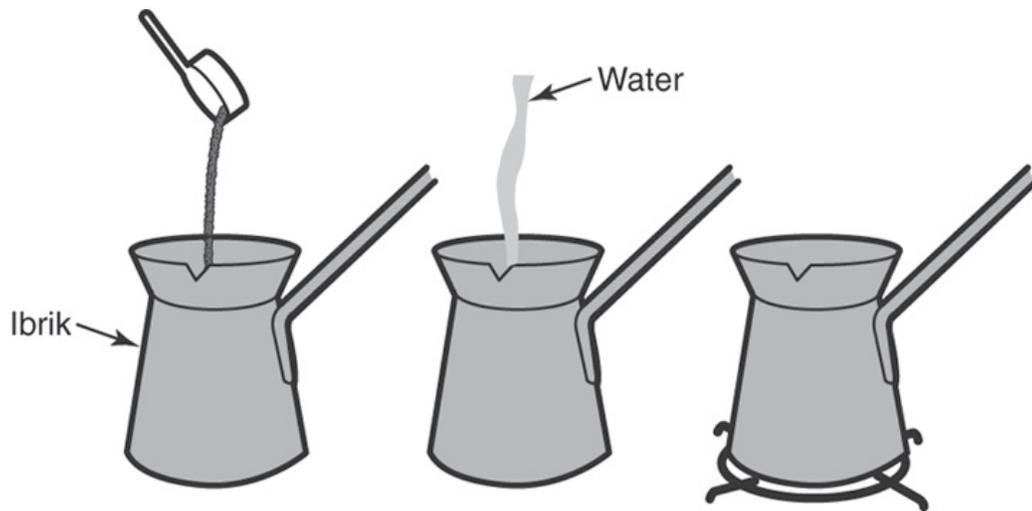


# Percolated Coffee Preparation



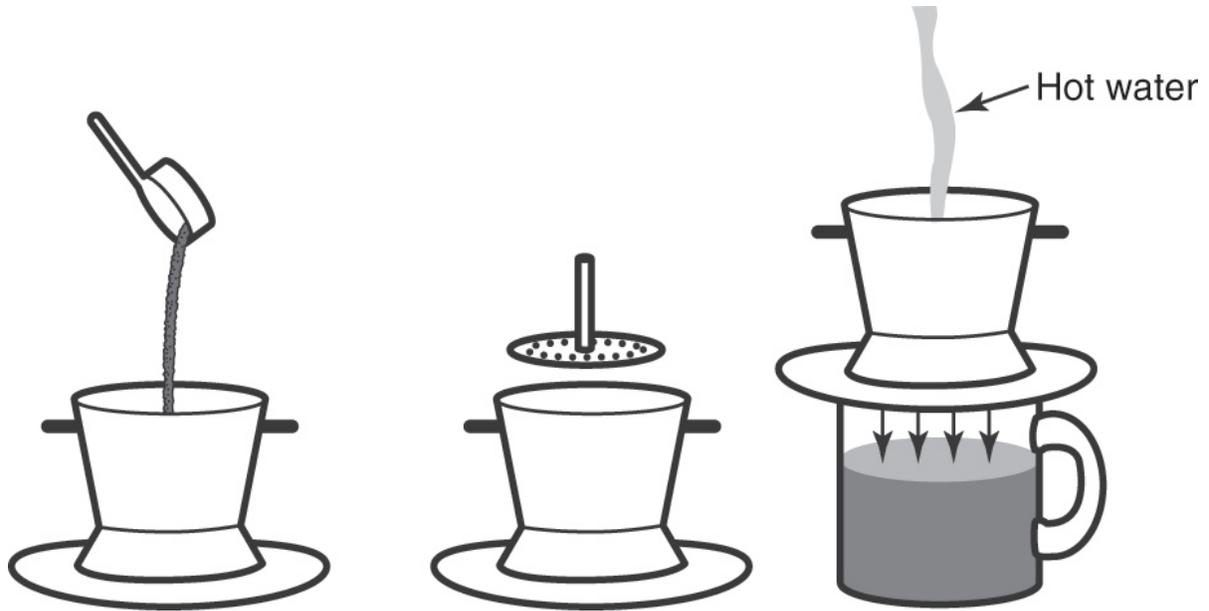


# Turkish Coffee Preparation



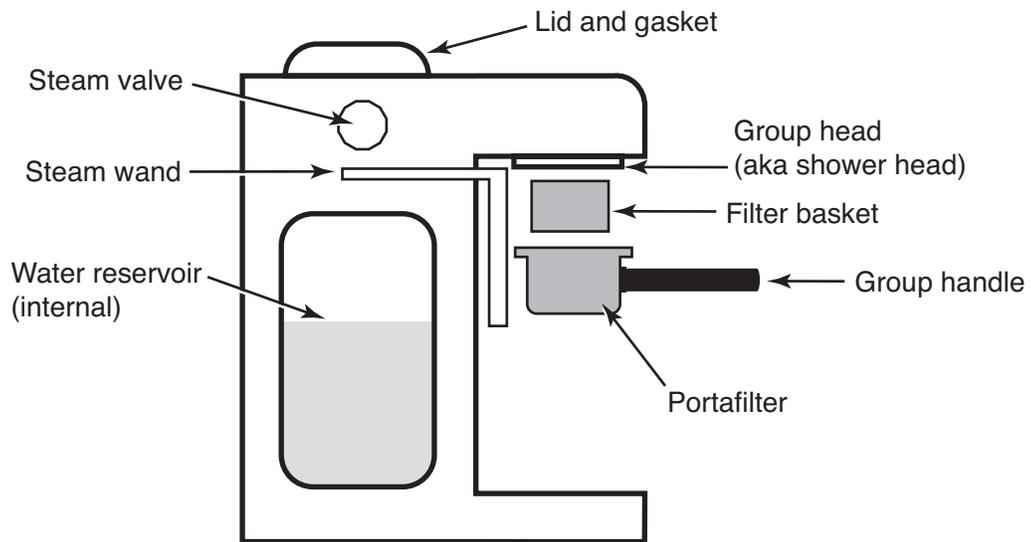


# Vietnamese Coffee Preparation

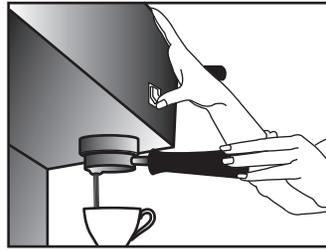




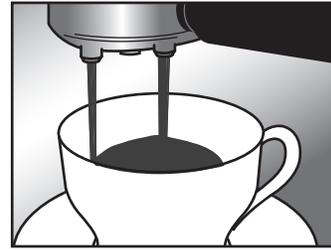
# Espresso Machine Components and Process



Tamped Coffee Bean Cake



A Pull of Espresso



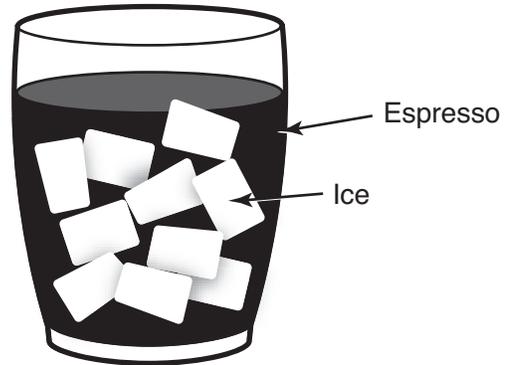
Espresso Pouring Into a Demitasse



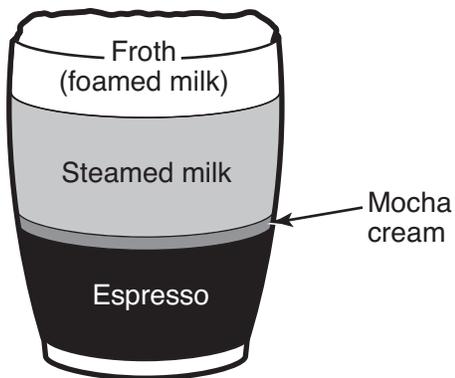
# Types of Espresso Drinks



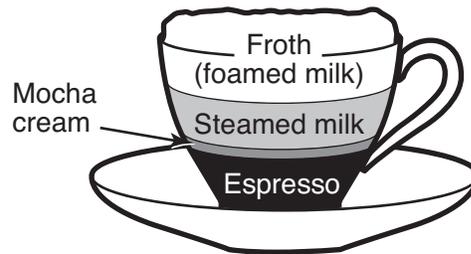
Espresso "Doppio"



Cafe Fredo



Latte



Cappuccino

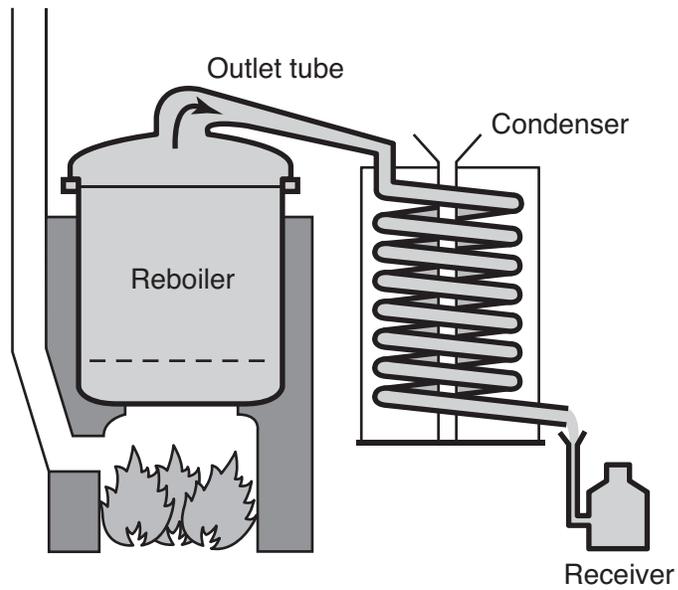


# Specialty Beer Characteristics

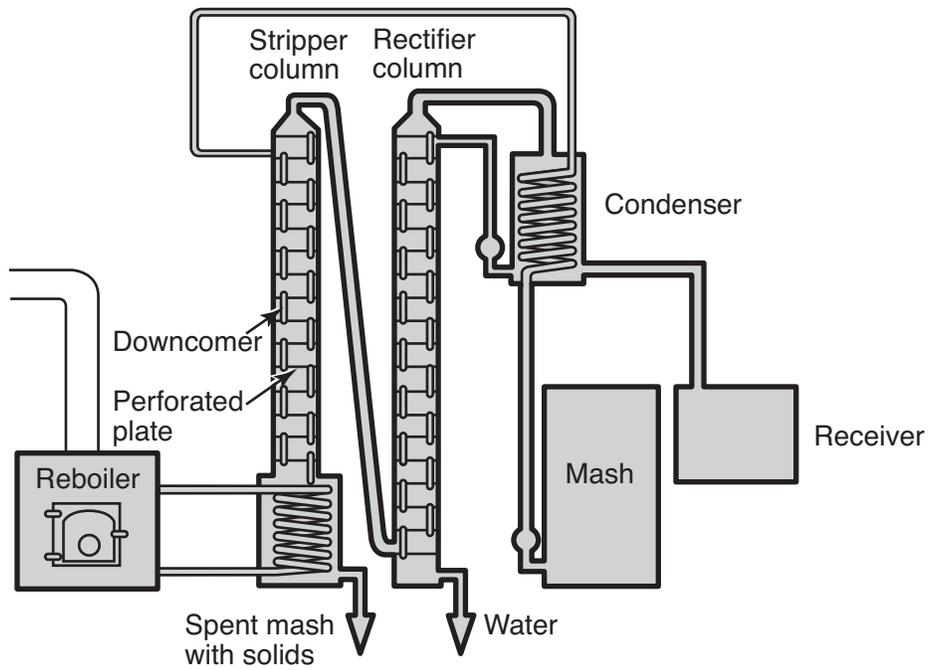
Specialty Beer	Flavor & Characteristics	Color
Amber	Full-bodied, tastes of malt and hops	Rich golden “amber” color
Bitter	Largely tastes of hops, bitter flavor, high alcohol content	Pale yellow color
Dark	Rich, strong flavor	Dark coffee color
Dry	Sweet from rice or corn syrup added during fermentation; crisp flavor, little aftertaste	Medium yellow color
Fruit or Vegetable	Tastes like the fruit or vegetable from which it is flavored	Colored like the beer it originated from, but has a faint to strong hint of color from the fruit or vegetable from which it is flavored
Herb/Spice	Various herbs or spices added to beers of varying flavors	Usually the color of the original beer, sometimes can have a faint hint of color from the herb or spice from which it is flavored
Light	Light beer in the U.S. means it has less than 100 calories; in all other countries, it means the beer contains a lower alcohol content per volume; usually has a milder or more water-based flavor	Usually lighter yellow colors
Smoked (also called Rauchbier)	Smoke absorbs into the malt during mashing step; smoky taste	Smoky brown color
Stout	Brewed with highly roasted malts; malt and caramel flavors, depending on variety; can be sweet, dry, or bitter	Deep, dark color
Wheat (also called Weizen)	Heavy German beer, made from malted wheat and barley	Medium yellow to orangish-yellow color range



# Distillation Process



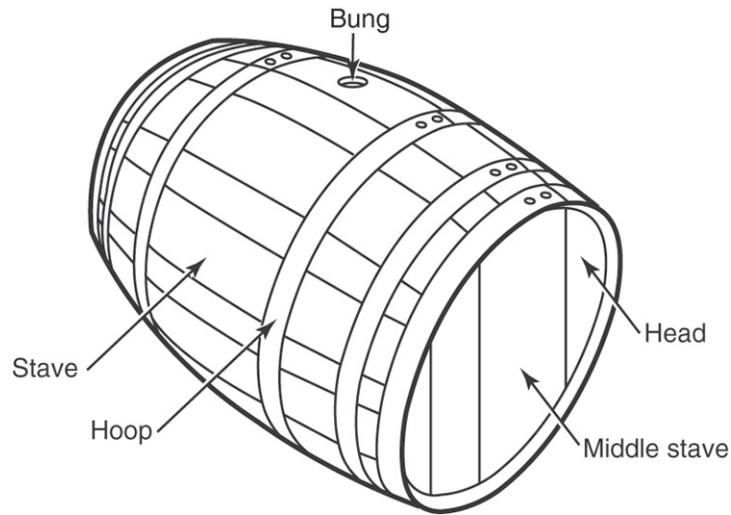
Pot Still



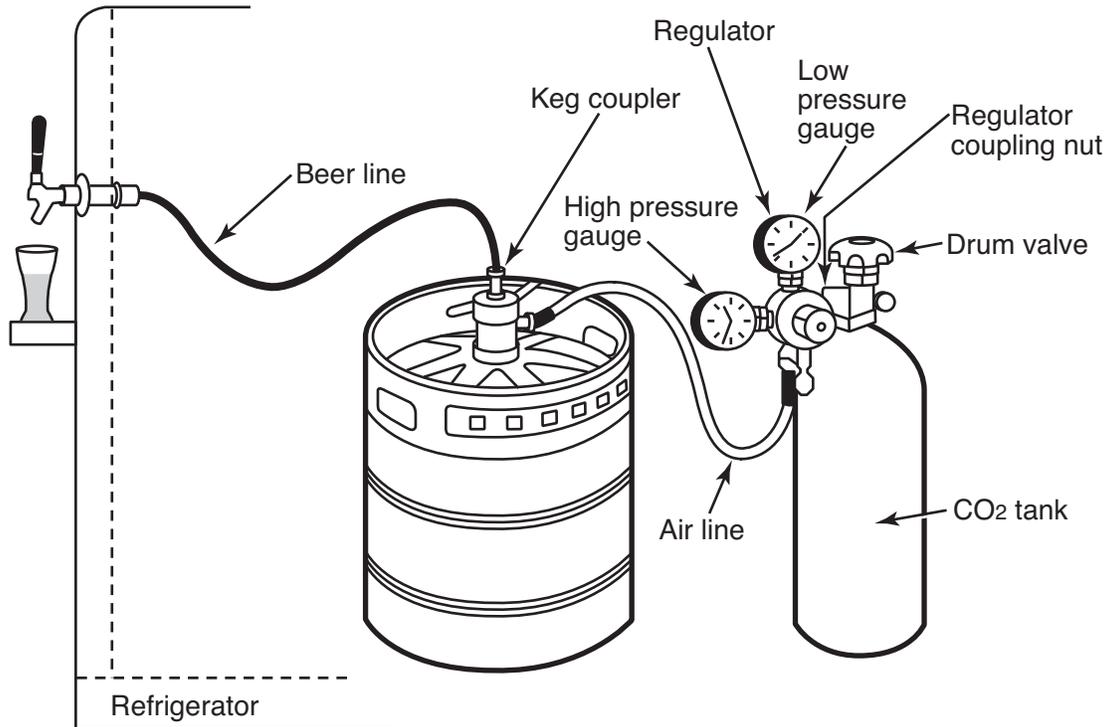
Column Still



# Packaging of Alcoholic Beverages



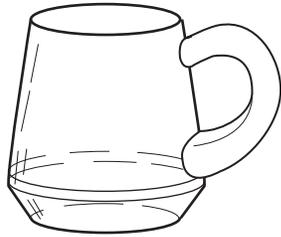
Parts of a Cask



Keg (Draft Beer)



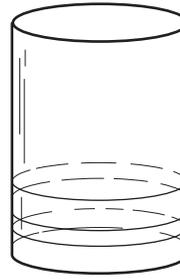
# Beverage Glassware



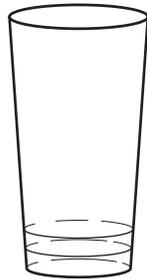
Beer Mug



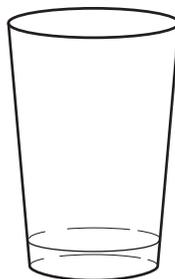
Shot Glass



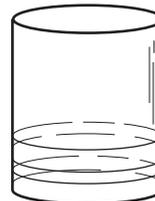
Highball Glass



Collins Glass



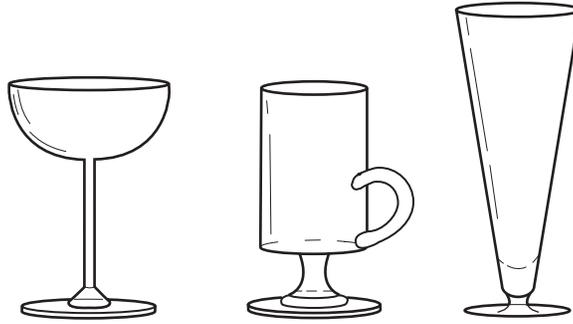
Pint Glass



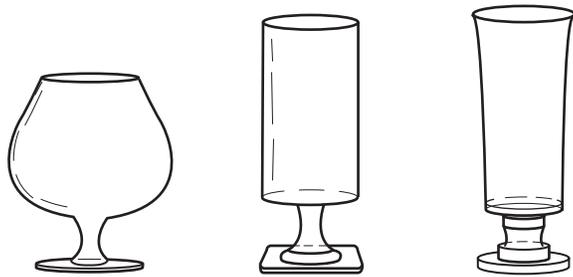
Old-Fashioned Glass



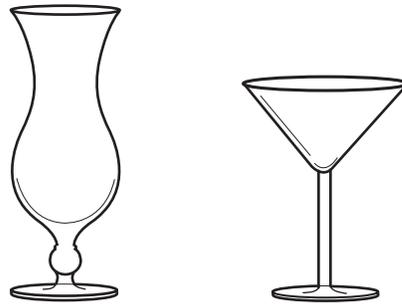
# Stemmed Glassware



Margarita Glass   Coffee Glass   Pilsner Glass



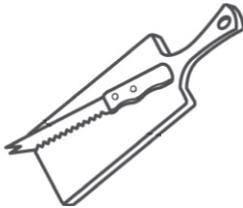
Brandy Snifter   Pousse Glass   Parfait Glass



Hurricane Glass   Martini Glass



# Bar Tools



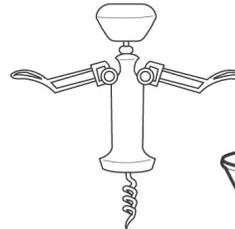
Knife & Cutting Board



Blender



Swizzle Sticks



Corkscrew



Juicer/Reamer



Pitcher



Mixing Glass



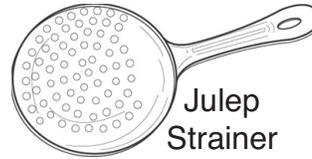
Wine vacuum and Stopper



Jigger



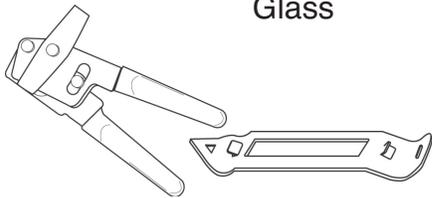
Shaker



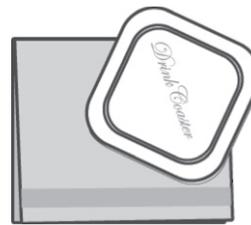
Julep Strainer



Muddler & Bowl



Can Opener & Bottle Opener



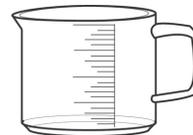
Napkin & Coaster



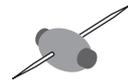
Ice Bucket, Pick, Tongs, & Scoop



Cocktail Pick



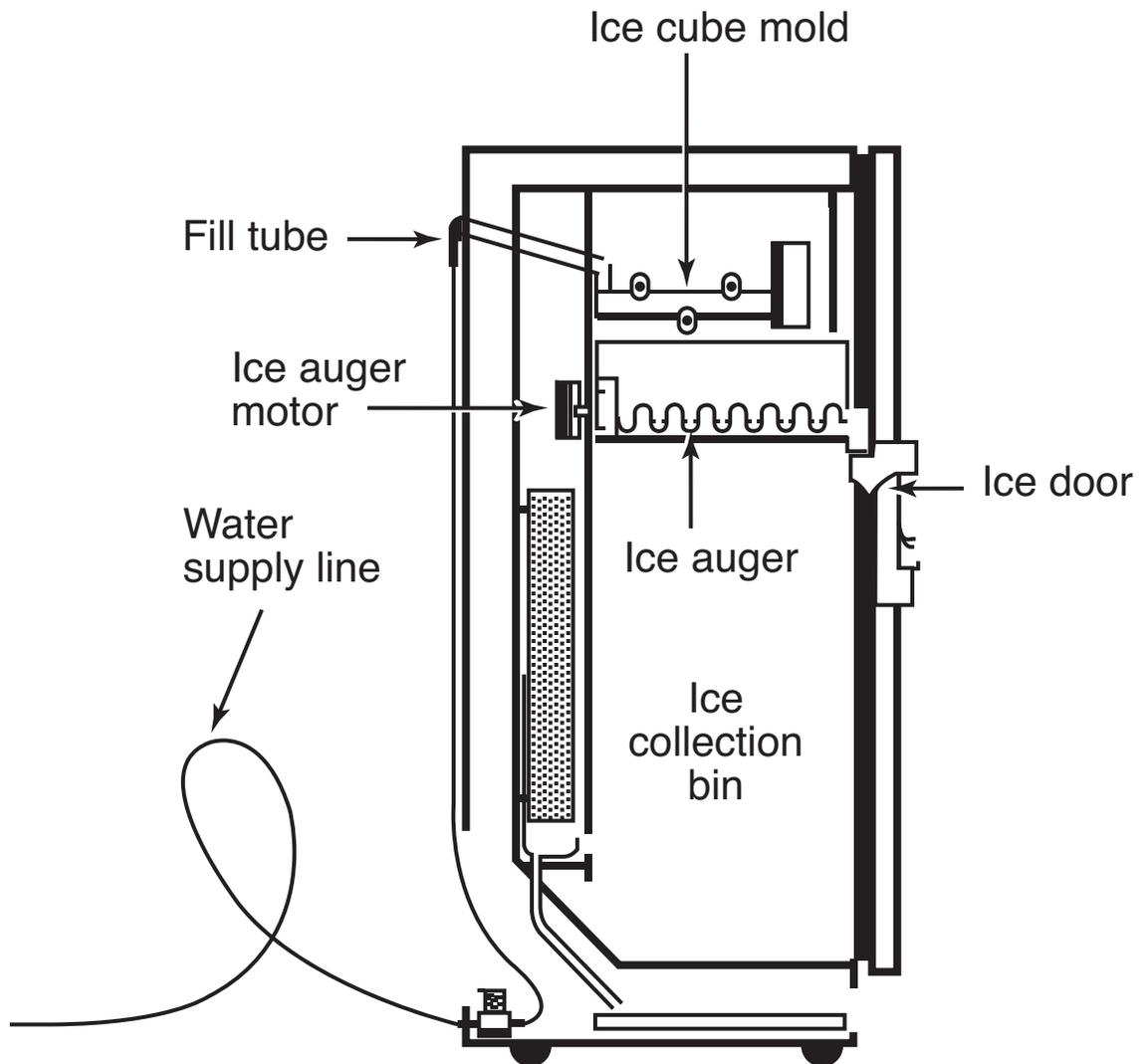
Liquid Measuring Cup



Bar Spoon

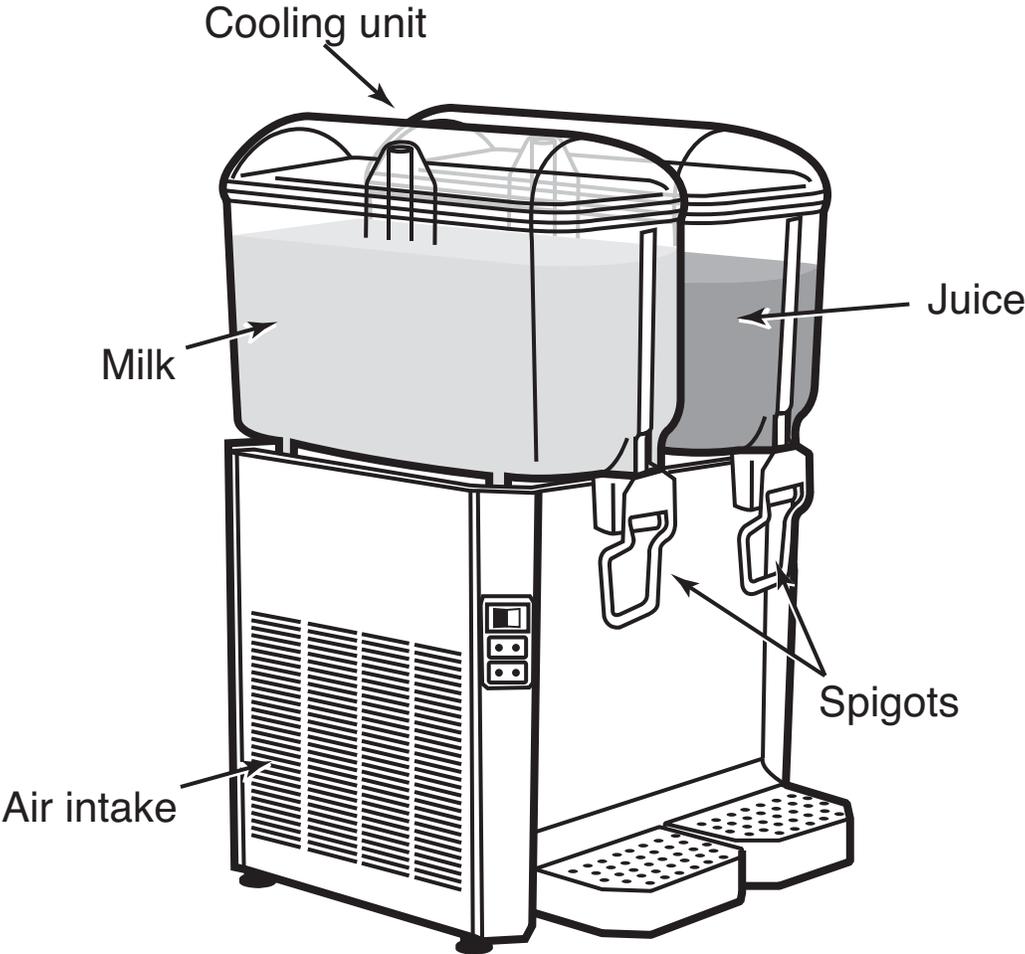


# Ice Machine Components



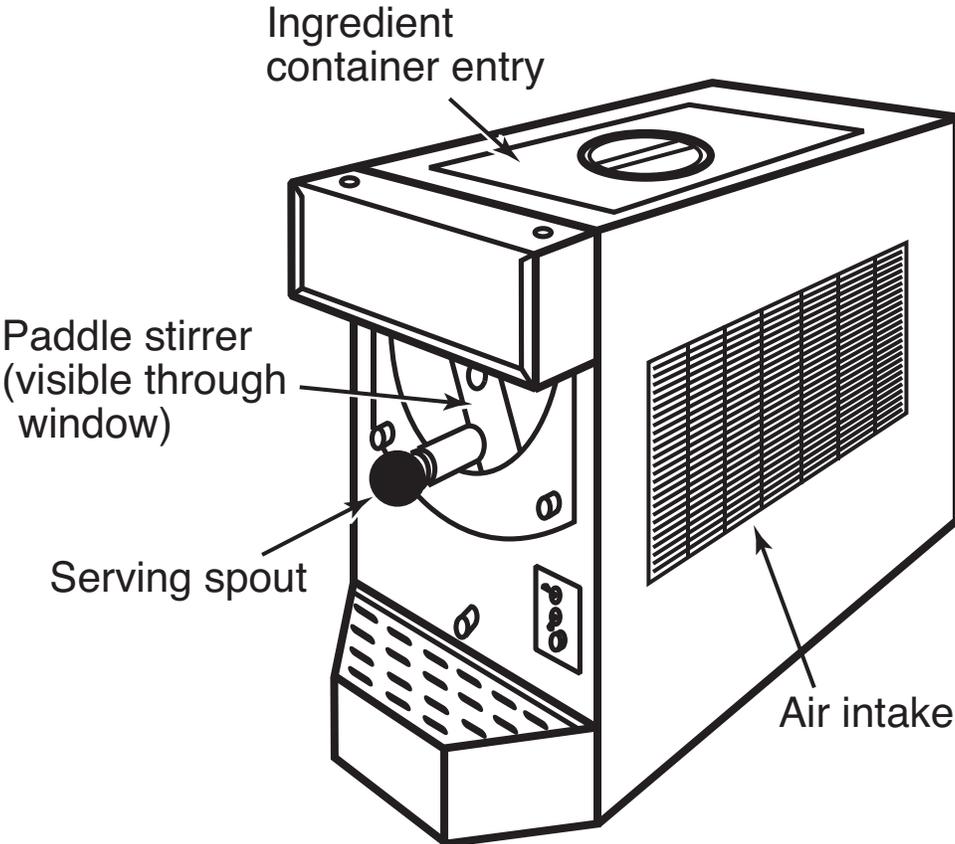


# Milk/Juicer Dispenser Components



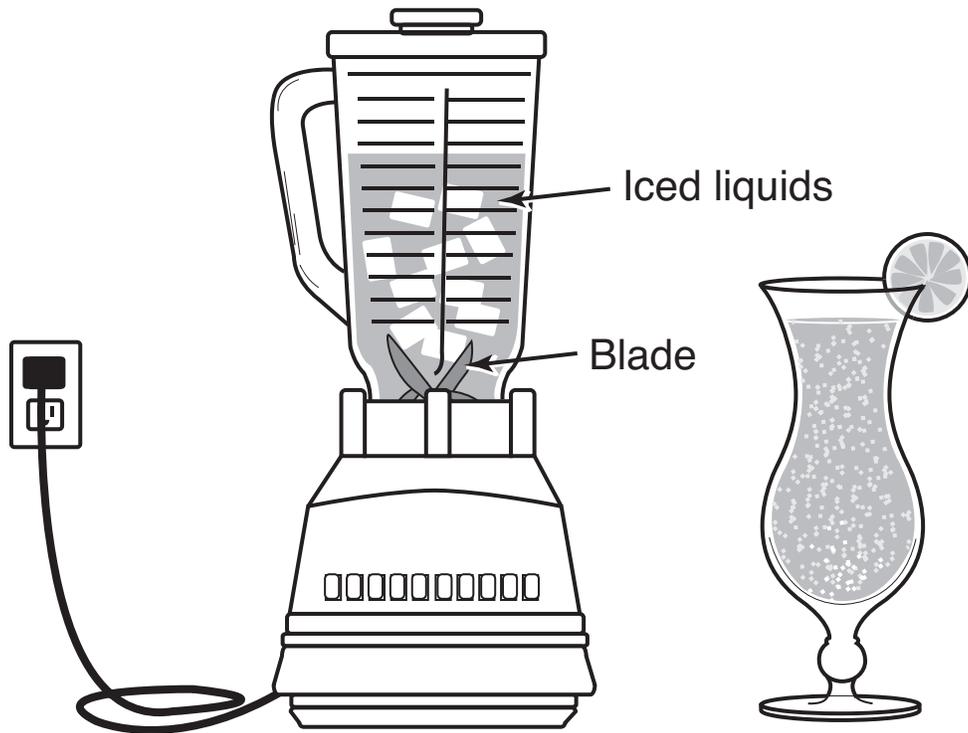


# Frozen Drink/Soft Serve Machines Components



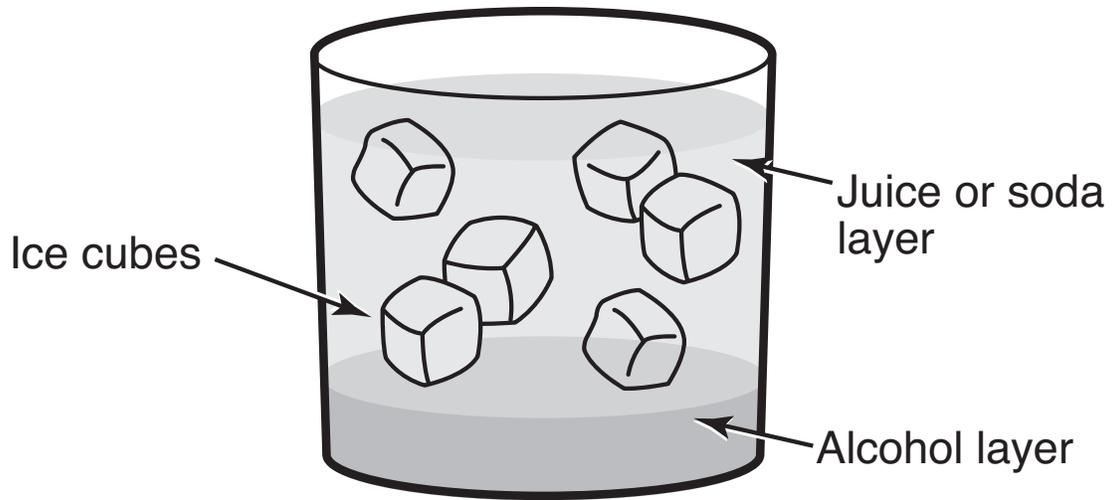


# Blended Drink





# Built Drink

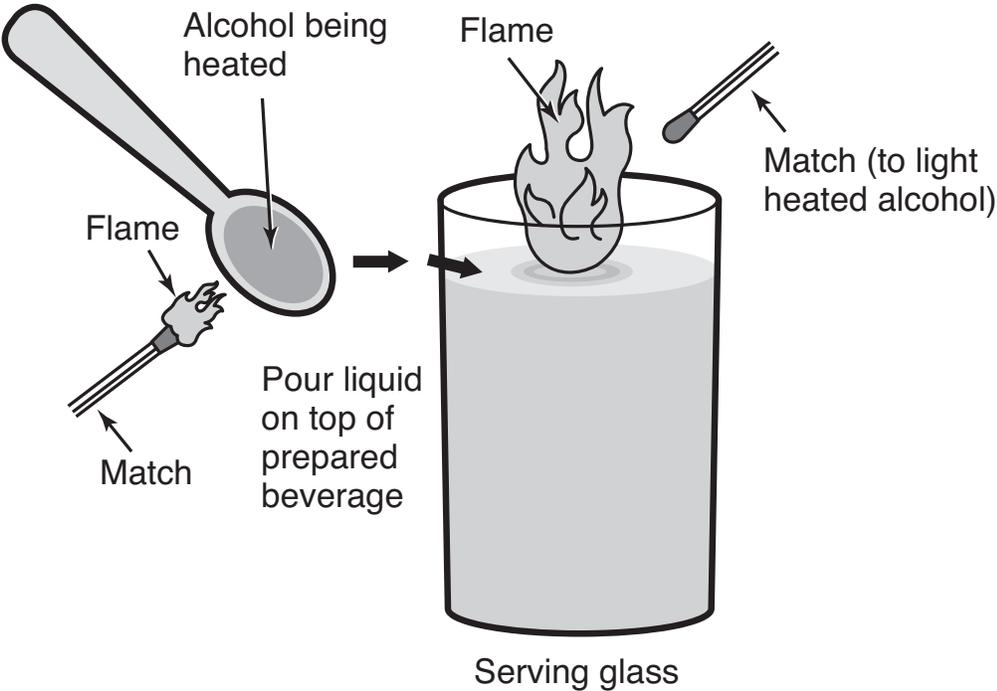




# Flamed Drink

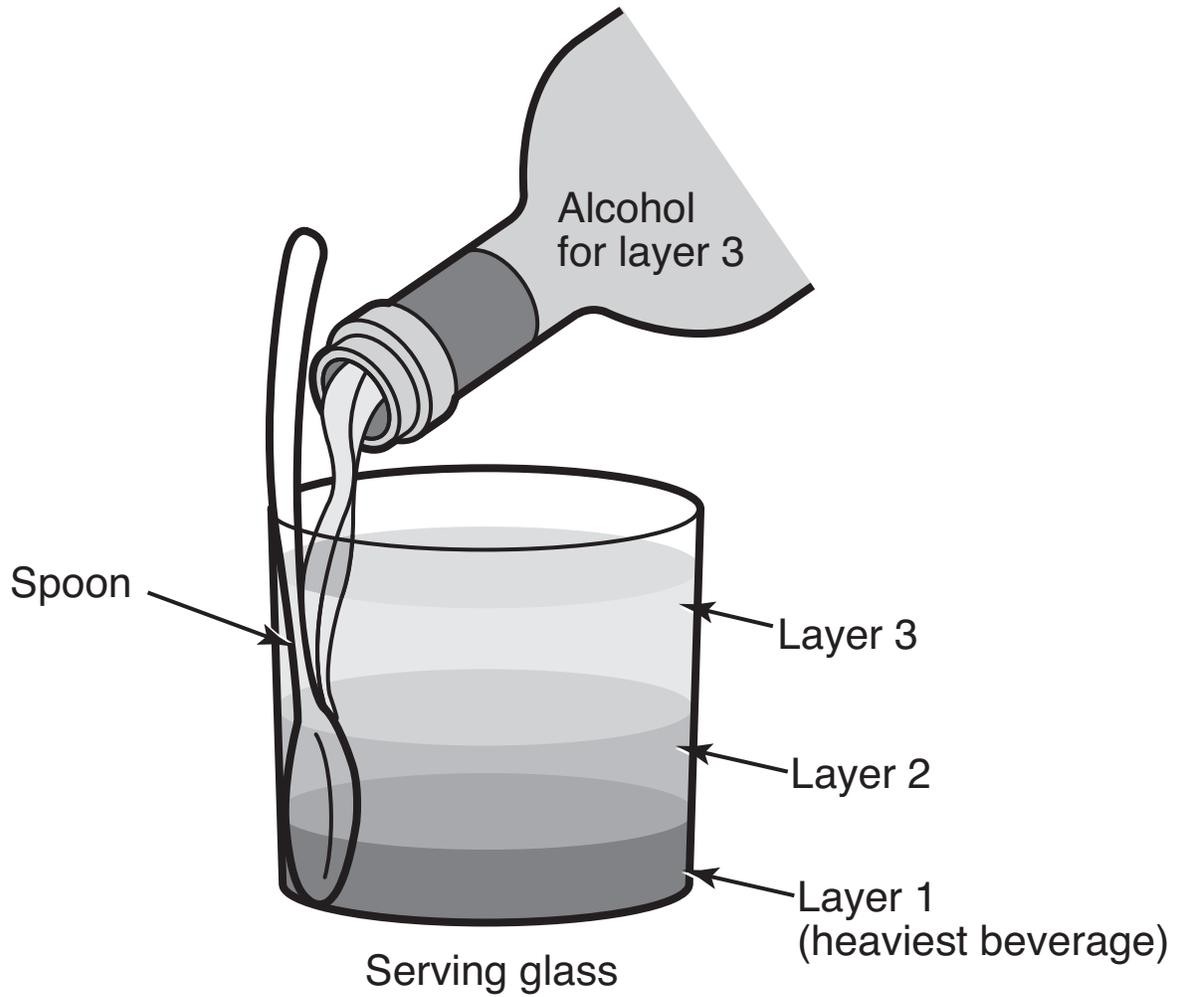
Step 1: Heat alcohol

Step 2: Ignite heated alcohol on top of a prepared beverage



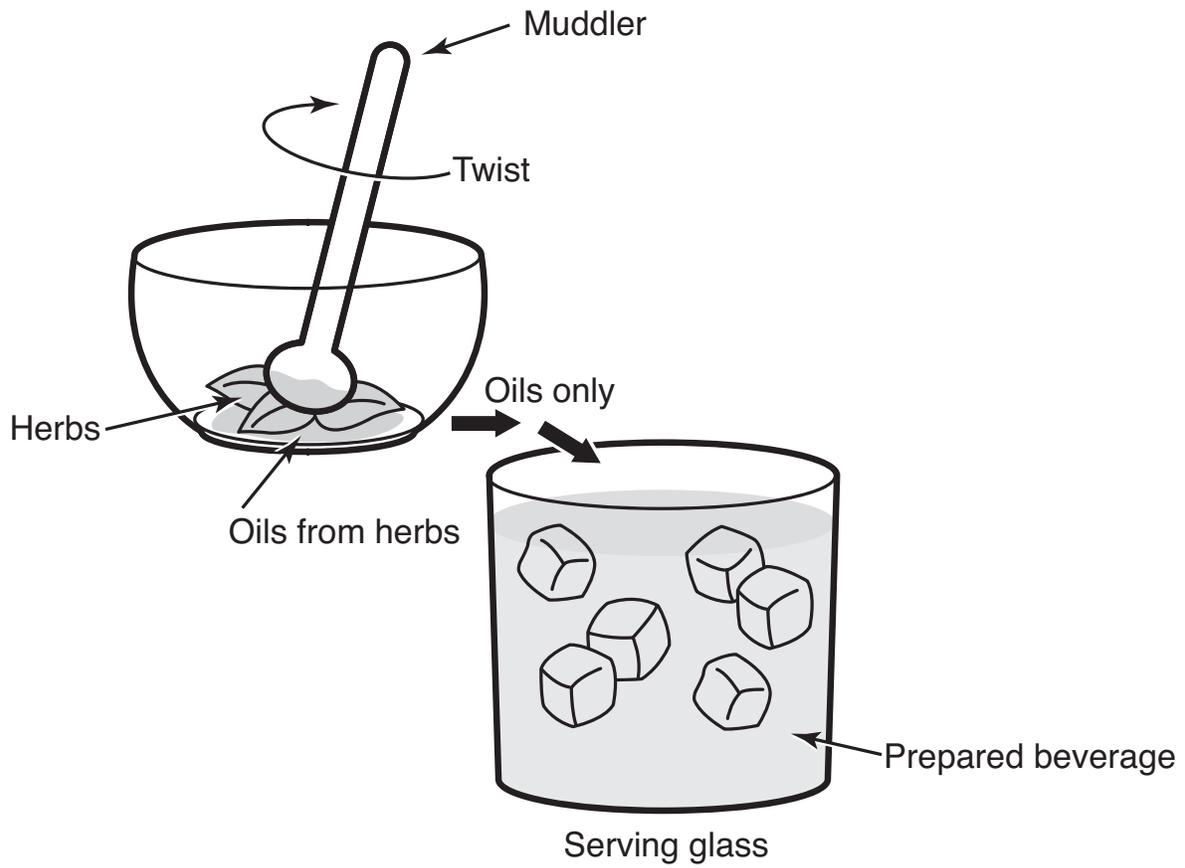


# Layered Drink



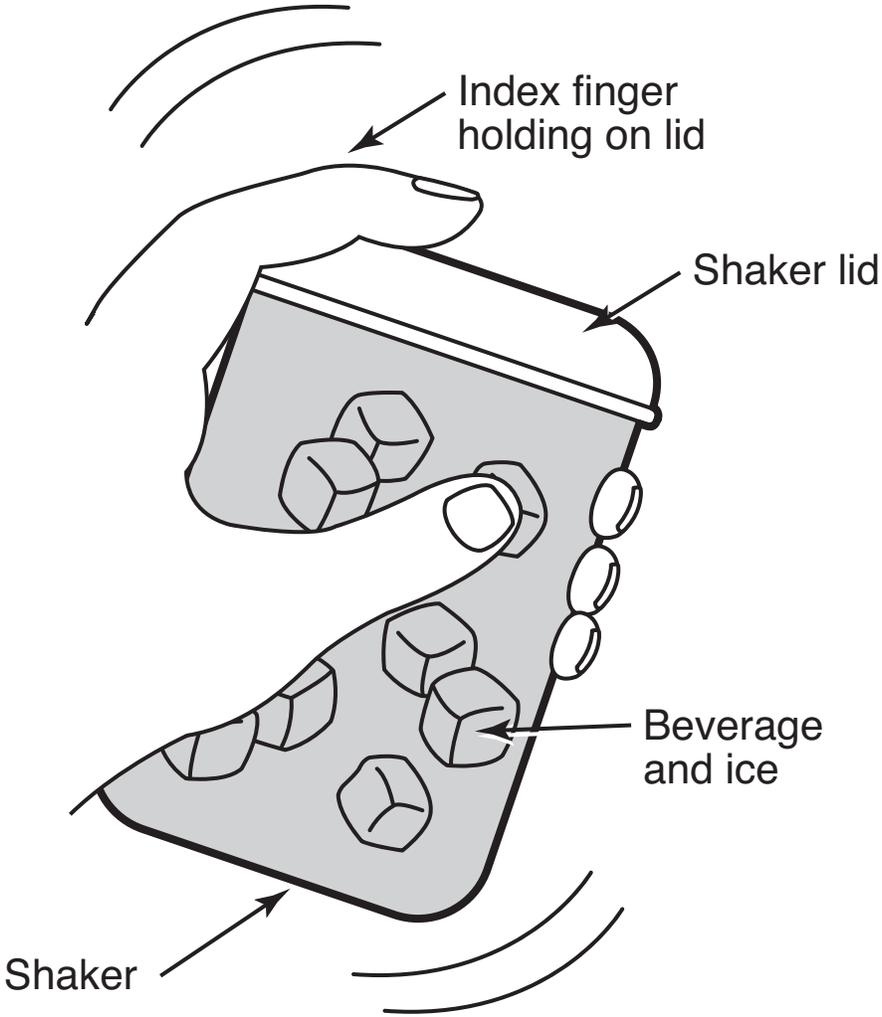


# Muddled Drink



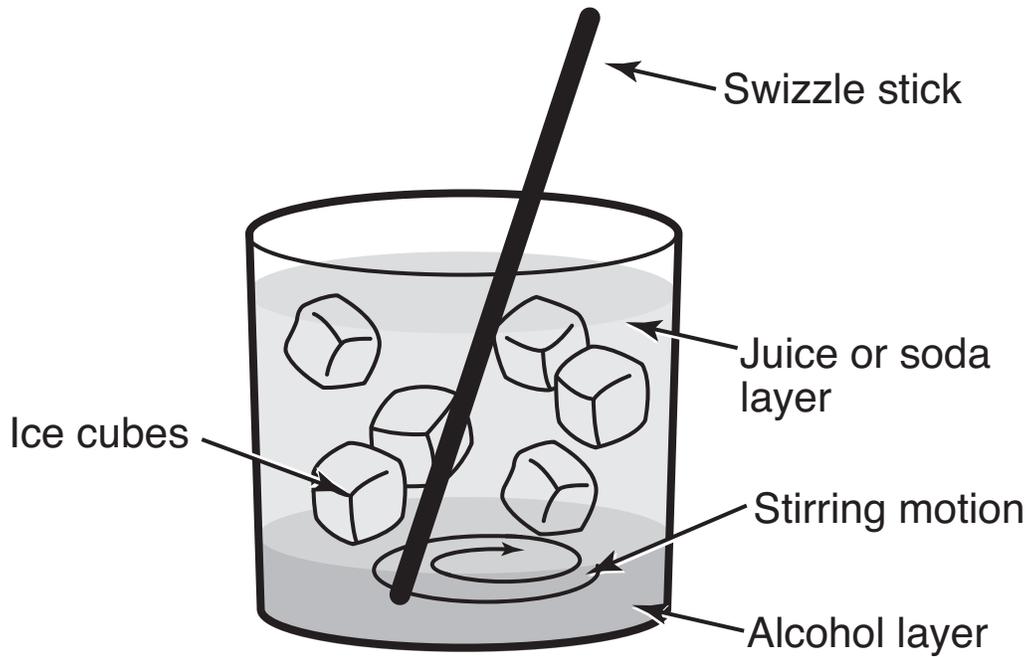


# Shaken Drink



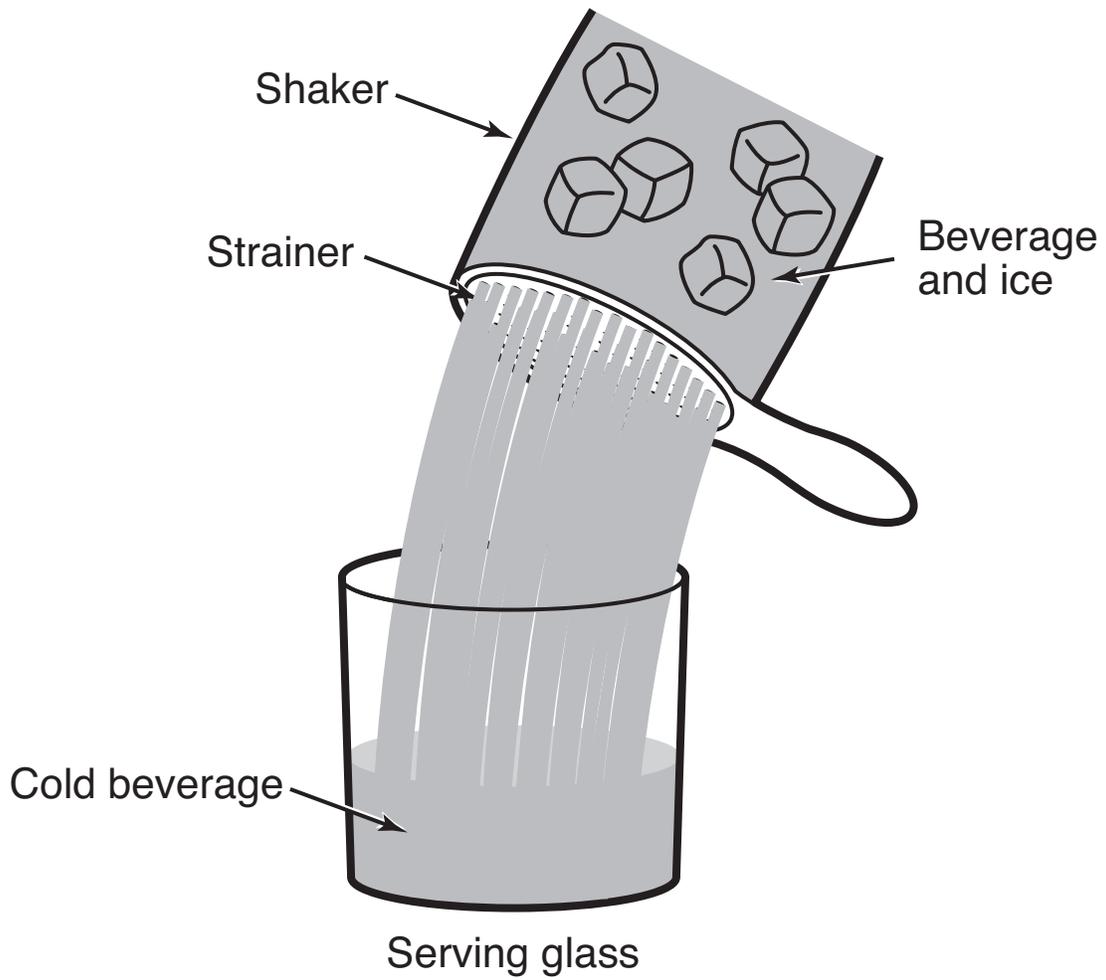


# Stirred Drink



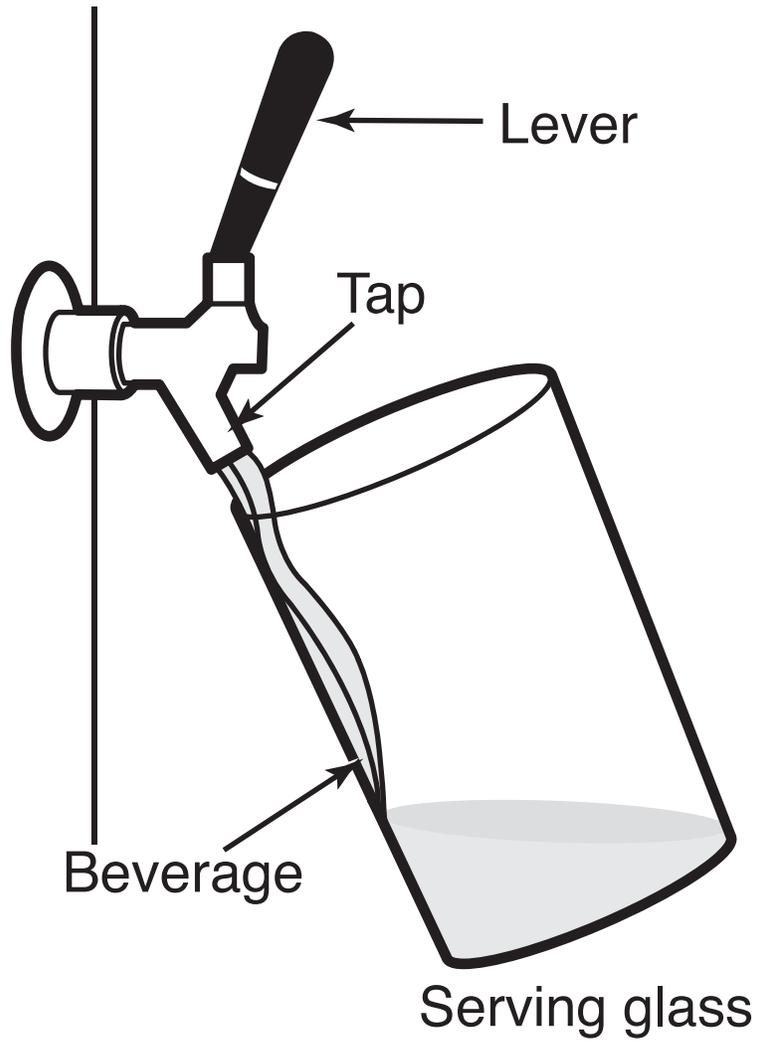


# Strained Drink





# Tilt Poured Drink





## Unit Contents

	Teacher Page
<b>Teacher Edition Components</b>	Suggested Activities . . . . . T 2–3
	Learning Activities Sheet . . . . . T 2–9
	Written Test. . . . . T 2–13
	Written Test—Answer Key . . . . . T 2–27
	Answers to Assignment Sheets
	Assignment Sheet 1—Answer Key . . . . . T 2–41
	Assignment Sheet 2—Answer Key . . . . . T 2–43
	Assignment Sheet 3—Answer Key . . . . . T 2–45
	Assignment Sheet 4—Answer Key . . . . . T 2–47
	Unit Review . . . . . T 2–49
	Unit Review—Answer Key . . . . . T 2–59
	Transparency Masters
	1—Basic Winemaking Process . . . . . T 2–69
	2—American Wine Regions . . . . . T 2–71

	Student Guide
<b>Student Edition Components</b>	Objective Sheet . . . . . Page 2–3
	Information Sheet . . . . . Page 2–5

## Unit Contents

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### Student Worksheets

1—Match Grape Names by Color . . . . .	SW 2-1
2—Match the Wine with Its Flavor Sensations . . . . .	SW 2-3
3—Pair Wine with Food . . . . .	SW 2-5
4—Match the Cooking Style with the Technique Described.	SW 2-7

#### \* Job Sheets

1—Uncork a Bottle of Wine . . . . .	SW 2-9
2—Use a Tray to Serve a Glass of Wine. . . . .	SW 2-11
3—Open and Serve Sparkling Wine . . . . .	SW 2-15

#### \* Student Supplement

1—Participate in a Wine Tasting Event . . . . .	SW 2-19
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\* Student Worksheets are located in the back of the Student Edition.

## Suggested Activities

### Instructional Plan

#### Preparation

- Read the unit carefully and plan for instruction.
- Review “Teaching Suggestions.” Plan for classroom activities.
- Plan your presentation to take advantage of student learning styles and to accommodate special needs students.
- Prepare classroom. Put up posters and charts, and display articles and other references related to this unit.
- Obtain films, videotapes/CDs, and other resources to supplement instruction of this unit. See “Suggested Supplemental Resources” for more information.
- For self-paced instruction, review Learning Activities Sheet. Modify as appropriate to include additional activities and/or resources available in your classroom. Make one copy for each student.
- Make acetate transparencies from the Transparency Masters included in this unit. These appear only in the Teacher Edition.
- The Transparency Masters for each Unit of Instruction have also been provided as a PowerPoint® presentation. They may be used “as is” or may be modified by the instructor to include additional information and illustrations.

TM 1—Basic Winemaking Process

TM 2—American Wine Regions

TM 3—French Wine Regions

TM 4—Italian Wine Regions

TM 5—Other Wine Regions

TM 6—Parts of a Wine Label

TM 7—Parts of a Wine Glass

TM 8—Wine Glassware

TM 9—Corkscrews

TM 10—Wine Vacuum and Stopper

TM 11—Decanter

TM 12—Champagne Bucket

TM 13—Foil Cutter

TM 14—Cork Removal

TM 15—Areas of the Tongue That Detect Taste

TM 16—Wines with Specific Flavor Sensations

TM 17—Common Food and Wine Pairings

## Suggested Activities

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### Delivery and Application

#### Unit Introduction (*self-paced instruction*)

- Provide student with Learning Activities Sheet and Unit of Instruction.
- Review Unit Contents page with student.
- Have the student complete the steps in the Learning Activities Sheet.

#### Unit Introduction (*group instruction*)

- Provide students with Unit of Instruction.
- Discuss the unit and its specific objectives.
- Discuss the Information Sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
- Discuss the Assignment Sheets. Review with students the criteria for evaluation of these activities.
- Discuss and demonstrate the Job Sheets. Make sure all required tools, equipment, and materials are available. Review with students the criteria for evaluation of these activities and the rating scale that will be used to indicate job performance.

#### Teaching Suggestions

- Invite a local wine store owner or wine company sales representative to visit your classroom to present a lesson on wine tasting, pairing wine with foods, or careers in wine.
- Visit a local wine producer in your region to discover the grape growing and harvesting, wine creation, and sales processes.
- Have students create their own personal wine label. It should include all the parts of a wine label, including vintage, personalized brand name, wine type, grape variety, location, net contents, alcohol content, and back warning label. All information should be closely accurate to real wine.
- Ask students to bring in various wine lists and compare them for the most common/popular varieties.
- On a computer, have students create a wine list using the various categories and grape varieties.

## Suggested Activities

- Provide students with a menu. Ask them to match wines with the various food combinations. Have them practice making wine choice suggestions to a person ordering a particular food.
- If alcohol is allowed in the school, bring enough samples of red, white, and sparkling wine for each student. Demonstrate for the class the proper bottle opening procedure, glassware and tools usage, pouring, serving, examination, swirling and smelling of the bouquet, and recorking/storage.
- Provide each student with a black and white copy of a world map. Have them label grape growing regions and the countries/bodies of water nearby by creating a key and coloring in with map pencils.
- Invite a sommelier into class to teach the students how to “talk” wine with customers by using the proper terms (such as acidity, balance, tannins, etc.).
- Ask students to select a popular estate or family wine name. Then, they should write a two page summary of the history, location, and grapes used in wine creation. Students will then be asked to present for the class their findings, followed by a brief question and answer period.

### Evaluation

- Make copies of the pretest (Written Test). Add or modify test items as needed. The Written Test can serve as both a pretest and a posttest to assist in measuring each student’s competency gains.
- Give and evaluate pretest. Modify lesson plan to include additional instruction for those areas where students are deficient.
- Evaluate the Assignment Sheets. Rate the student using the criteria listed on each Assignment Sheet. See “Answers to Assignment Sheets” for correct answers where applicable. If the student’s performance is unacceptable, have the student review the appropriate materials and complete the assignment again.

Two sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

#### Sample A

4—**Skilled**—Can perform job with no additional training.

3—**Moderately skilled**—Has performed job during training program; limited additional training may be required.

2—**Limited skill**—Has performed job during training program; additional training is required to develop skill.

1—**Unskilled**—Is familiar with process, but is unable to perform job.

0—**No exposure**—No information or practice provided during training program.

## Suggested Activities

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### Resources Used in Developing This Unit

### Suggested Supplemental Resources



#### Sample B

**Yes**—Can perform job with no additional training.

**No**—Is unable to perform job satisfactorily.

- Give and evaluate the posttest.
- Copy, give, and evaluate the Unit Review.
- Compile the Written Test, Assignment Sheets, and Unit Review scores, including any additional assignments.
- Meet individually with students to evaluate their progress through this unit of instruction and indicate to them possible areas of improvement.
- Reteach and retest as required.

#### Electronic Media

- Best, Neil. "The First Winemakers – Mesopotamia, Egypt, Greece, and Rome." <http://www.goodglug.com/wine-history-first-winemakers.php>.
- ✓ **Note:** Good Glug - The Best Wine Information at Your Fingertips. <http://www.goodglug.com>.
- Nelson, Lee. [www.inetours.com](http://www.inetours.com).

#### Print Media

- Dowey, Mary. *Food and Wine: Pairing Made Simple*. Ryland Peters and Small Ltd. 2002.
- Johnson, Hugh. *Hugh Johnson's Pocket Wine Book 2006*. Mitchell Beazley. 2005.
- Julyan, Brian. *Sales and Service for the Wine Professional*. Int. Thomson Business Press. 2003.
- MacNeil, Karen. *The Wine Bible*. Workman Publishing Company. 2001.
- Robinson, Jancis. *Vines, Grapes, and Wines: The Wine Drinker's Guide to Grape Varieties*. Heron Quays, London: Octopus Publishing Group. 2005.
- Simon, Joanna. *Discovering Wine: A Refreshingly Unfussy Beginner's Guide to Finding, Tasting, Judging, Storing, Serving, Cellaring, and Most of All, Discovering Wine*. Fireside. 2003.
- Simon, Joanna. *Wine: An Introduction*. DK Adult. 2001.



### Electronic Media

- Encyclopedia information regarding wine: <http://en.wikipedia.org/wiki/Wine>
- French wine guide: [www.terroir-france.com](http://www.terroir-france.com)
- History, vintage charts, toasts, and other information: [www.intowine.com](http://www.intowine.com)
- Independent wine appreciate link: [www.wineloverspage.com](http://www.wineloverspage.com)
- International wine news and current events: [www.winespectator.com/Wine/Home](http://www.winespectator.com/Wine/Home)
- Various wine tools and products for comparison purposes: [www.wineenthusiast.com](http://www.wineenthusiast.com)
- Recipes and food/wine pairings: [www.foodandwine.com](http://www.foodandwine.com)
- Origins and ancient history of wine, interactive tests: [www.museum.upenn.edu/new/exhibits/online\\_exhibits/wine/wineintro.html](http://www.museum.upenn.edu/new/exhibits/online_exhibits/wine/wineintro.html)
- Wine dictionary: [www.epicurious.com/drinking/wine\\_dictionary](http://www.epicurious.com/drinking/wine_dictionary)
- Learn how to taste wine: [www.winepros.org](http://www.winepros.org)
- Database for wine lovers and professionals: [www.winefiles.org](http://www.winefiles.org)
- Information presented by a wine consultant: [www.wineeducation.com](http://www.wineeducation.com)



\* Website addresses were accurate and all content on referenced Websites was appropriate during development and production of this product. However, Websites sometimes change; MAVCC takes no responsibility for a site's content. The inclusion of a Website does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Websites prior to use.



Prerequisites:  
None

### Learning Activities Sheet

Student Name \_\_\_\_\_

Place a checkmark in the appropriate box as you complete each of the steps below.

1. **Take** Pretest (Written Test) provided by instructor. After test has been evaluated, follow instructor’s recommendations.

2. **Stop** Have your instructor evaluate your performance.



3. **Read** Unit Objective Sheet.

4. **Study** Information Sheet, Objectives 1 and 2 concerning terminology and the history of winemaking.

**Optional**



5. **Research** Online resources to learn more about the history of winemaking. Your instructor will list several Websites on the blanks below. Visit at least two of the following Internet sites:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 7. If the evaluation is not satisfactory, repeat steps 4 and 5.

7. **Study** Information Sheet, Objectives 3 and 4 concerning the winemaking ingredients and process.

**Optional**

8. **Watch** The video regarding winemaking supplied by your instructor.

9. **Study** Information Sheet, Objectives 5 through 7 concerning sparkling and fortified wines, and wine growing and producing regions.

## Learning Activities Sheet

**Optional**



- 10. **Do**      Assignment Sheet 1, “Match Grape Names by Color.”
  
- 11. **Stop**      Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 12. If the evaluation is not satisfactory, repeat steps 9 and 10.
  
- 12. **Study**      Information Sheet, Objectives 8 through 12 concerning wine labels, glassware, tools, storage, and temperatures.
  
- 13. **Research**      Online resources to learn more about the wine service. Your instructor will list several Websites on the blanks below. Visit at least two of the following Internet sites:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
- 14. **Stop**      Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 15. If the evaluation is not satisfactory, repeat steps 12 and 13.
  
- 15. **Study**      Information Sheet, Objectives 13 concerning cork removal.
  
- 16. **Do**      Job Sheet 1, “Uncork a Bottle of Wine.”
  
- 17. **Stop**      Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 18. If the evaluation is not satisfactory, repeat steps 15 and 16.
  
- 18. **Study**      Information Sheet, Objective 14 concerning wine service.
  
- 19. **Do**      Job Sheet 2, “Use a Tray to Serve a Glass of Wine.”
  
- 20. **Stop**      Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 21. If the evaluation is not satisfactory, repeat steps 18 and 19.

## Learning Activities Sheet

- |                          |                  |  |
|--------------------------|------------------|--|
| <input type="checkbox"/> | 21. <b>Study</b> | Information Sheet, Objective 15 concerning wine pouring.   |
| <input type="checkbox"/> | 22. <b>Do</b>    | Job Sheet 3, "Open and Serve Sparkling Wine."  |
| <input type="checkbox"/> | 23. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 24. If the evaluation is not satisfactory, repeat steps 21 and 22. |
| <input type="checkbox"/> | 24. <b>Study</b> | Information Sheet, Objectives 16 through 18 concerning wine tasting and the senses, wine faults and curiosities, and pairing wine with food.                           |
| <input type="checkbox"/> | 25. <b>Do</b>    | Assignment Sheet 2, "Match the Wine with Its Flavor Sensations."   |
| <input type="checkbox"/> | 26. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 27. If the evaluation is not satisfactory, repeat steps 24 and 25. |
| <input type="checkbox"/> | 27. <b>Study</b> | Information Sheet, Objectives 19 concerning pairing wine with food.  |
| <input type="checkbox"/> | 28. <b>Do</b>    | Assignment Sheet 3, "Pair Wine with Food."   |
| <input type="checkbox"/> | 29. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 30. If the evaluation is not satisfactory, repeat steps 27 and 28. |
| <input type="checkbox"/> | 30. <b>Study</b> | Information Sheet, Objective 20 concerning cooking with wine.  |
| <input type="checkbox"/> | 31. <b>Do</b>    | Assignment Sheet 4, "Match the Cooking Style with the Technique Described."  |
| <input type="checkbox"/> | 32. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 33. If the evaluation is not satisfactory, repeat steps 30 and 31. |
| <input type="checkbox"/> | 33. <b>Take</b>  | Posttest (Written Test) provided by your instructor.   |
| <input type="checkbox"/> | 34. <b>Check</b> | With instructor for any additional assignments to be completed.  |

## Learning Activities Sheet

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35. **Do** Any additional assignments to be completed.

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36. **Take** Unit Review

37. **Stop** Have your instructor evaluate your performance. Follow your instructor's recommendations for reviewing any of the above Learning Activities.

38. **Stop** Have your instructor evaluate your performance on this unit by compiling your scores on the Assignment and Job Sheets, Written Test, and Unit Review. If the evaluation is satisfactory, proceed to the next Unit of Instruction. If the evaluation is unsatisfactory, contact your instructor for recommendations

**\*Permission to duplicate this form is granted.**

## Written Test

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Objective 1  
(Part 1)**

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided.

- |              |                        |
|--------------|------------------------|
| 1. Aperitif  | 6. Cross-contaminating |
| 2. Bouquet   | 7. Decanter            |
| 3. Charred   | 8. Disgorging          |
| 4. Clarifier | 9. Dosage              |
| 5. Crop      | 10. Dry                |

- \_\_\_\_\_ a. Something that has been blackened by fire
- \_\_\_\_\_ b. Process of liquids or gasses gushing out of a container in a stream
- \_\_\_\_\_ c. Alcoholic beverage consumed before a meal
- \_\_\_\_\_ d. Beverage that lacks sweetness
- \_\_\_\_\_ e. Group of plants grown for use in food or manufacturing
- \_\_\_\_\_ f. Scent of a particular wine
- \_\_\_\_\_ g. Extra ingredient(s) added to a substance
- \_\_\_\_\_ h. To transfer germs or other pathogens from one object to another, such as using an unclean hand or knife to prepare food
- \_\_\_\_\_ i. Decorative bottle with a stopper that is used to serve drinks
- \_\_\_\_\_ j. Substance that makes a liquid clear

## Written Test

### Objective 1 (Part 2)

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided.

- |              |             |            |             |
|--------------|-------------|------------|-------------|
| 1. Estate    | 4. Palate   | 7. Surname | 10. Variety |
| 2. Fortified | 5. Riddle   | 8. Sweet   | 11. Yeast   |
| 3. Must      | 6. Sulfites | 9. Tannins |             |

- \_\_\_\_\_ a. Chemical found in plants that gives wine a woody flavor
- \_\_\_\_\_ b. Moldy layer that develops atop wine prior to and during fermentation
- \_\_\_\_\_ c. Private home surrounded by considerable amount of farmed land
- \_\_\_\_\_ d. Fruit preservatives made of salt or sulfurous acid that cause allergic reactions in some individuals
- \_\_\_\_\_ e. Tastes like sugar
- \_\_\_\_\_ f. Areas of the tongue that taste substances
- \_\_\_\_\_ g. Simple fungus found in nature that ferments sugars
- \_\_\_\_\_ h. Process of yeast settling in the neck of the wine bottle so it can be removed
- \_\_\_\_\_ i. Name that identifies an individual as being part of a particular family
- \_\_\_\_\_ j. Group of plants that are divided by distinguishing characteristics, such as flower or leaf type
- \_\_\_\_\_ k. Wine that has extra alcohol added

### Objective 2

Circle the term that best completes the statement regarding the drink selection process.

- a. It is believed that wine was being made from grapes as early back as 6000 BC in (**America, Mesopotamia**).
- b. Dated from 3000 BC, hieroglyphics of winemaking and drinking were found in the pyramid tombs of (**Canadian, Egyptian**) pharaohs.
- c. A wine (**cork, stone press**) dated to 1600 BC was found at a villa in Crete, Greece.
- d. Wine consumption is associated with the Greek god (**Dionysos, Thor**).
- e. Grape vines were transported from Italy to other countries along the (**Atlantic, Mediterranean**) Sea.

- f. The Roman Empire created a lasting foundation for fine **(Italian, Napa Valley)** wines.
- g. During the Dark Ages in Europe, **(bootleggers, monasteries)** continued to grow grapes and make wine.
- h. Water purification methods became more **(reliable, unreliable)** in Europe, causing wine drinkers to become more focused on flavor.
- i. In the 17th century, **(bottles, corks)** were invented, spurring along the industry.
- j. Nicole-Barge Clicquot-Ponsardin introduced **(Champagne, white wine)** in an assembly line form in the 19th century.
- k. Winemakers can control fermentation temperatures in hot climates thanks to **(boilers, refrigeration)**.

**Objective 3**

Select true statements regarding basic winemaking ingredients by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. Grapes are the only fruit used to make wine.
- \_\_\_\_\_ b. Without fruit, wine would not ferment.
- \_\_\_\_\_ c. Wine gets its woody flavor from the tannins found in grape stems, seeds, and skins.
- \_\_\_\_\_ d. At its base, wine is fermented fruit juice.
- \_\_\_\_\_ e. There is only one strain of yeast.
- \_\_\_\_\_ f. All yeasts produce the same wine flavors.
- \_\_\_\_\_ g. There are yeast strains floating in the air we breathe.
- \_\_\_\_\_ h. Egg whites can be used to eliminate cloudiness in wine.
- \_\_\_\_\_ i. Vodka is used to make fortified wine.
- \_\_\_\_\_ j. Sugar is needed to make sparkling wine.
- \_\_\_\_\_ k. Charred wood is used to add a smoky flavor to wine.

## Written Test

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### Objective 4

Circle the term that best completes the statement regarding the winemaking process.

- a. A winemaker or wine merchant is often referred to as a (**sommelier, vintner**).
- b. Grapes are harvested and crushed mostly by (**hand, machine**).
- c. Yeast, grapes, and grape juice are blended and the mixture sits at a (**controlled, uncontrolled**) temperature.
- d. If the stems, seeds, and skins are allowed to stay in the mixture, constantly being stirred back in, the wine will be (**red, white**).
- e. If the juice is filtered out from the stems, seeds, and skins during the sitting, the wine will be (**red, white**).
- f. As wine sits, the skins and seeds tend to rise to the top, forming a layer called (**mold, must**).
- g. The fermenting process turns sugar into alcohol and (**carbon dioxide, oxygen**).
- h. Once all the sugar has been eaten by the yeast, the yeast settles to the (**bottom, top**) of the container.
- i. In one or two (**months, weeks**), fermentation ceases and the juice is ready to transfer to another vat.
- j. After aging the proper amount of time in the wooden barrels, wine is (**bottled, drank**) immediately.

### Objective 5

Select true statements regarding sparkling wines by placing an "X" on the lines next to the true statements.

- \_\_\_\_\_ a. Sparkling wine is interchangeably called Champagne.
- \_\_\_\_\_ b. Champagne from France costs a lot more than sparkling wine.
- \_\_\_\_\_ c. Sparkling wine is of a higher quality because its production is controlled by French government.
- \_\_\_\_\_ d. Sparkling wine is called Spumante in Italy.
- \_\_\_\_\_ e. Sparkling wine bottles are placed on special racks so the yeast can riddle in the bottleneck.
- \_\_\_\_\_ f. Removing the yeast from a bottle of wine involves a process called dosage.

Objective 6

- \_\_\_\_\_ g. Disgorge is merely sugar added to sparkling wine.
- \_\_\_\_\_ h. Sparkling wine gets better with age.
- \_\_\_\_\_ i. A wire cage is attached to the cork on sparkling wines so the top doesn't fly out from the pressure in the bottle.
- \_\_\_\_\_ j. Sparkling wine should only be made from white grapes.
- \_\_\_\_\_ k. Brut wine has a hint of sweetness.
- \_\_\_\_\_ l. Doux is extremely sweet sparkling wine.

Circle the term that best completes the statement regarding fortified wines.

- a. Fortified wine was created in the 17th century when European winemakers wanted wine to export that wouldn't (**spoil, sweeten**).
- b. After a bottle of fortified wine is open, the flavor will stay for a (**long, short**) time.
- c. Fortified wines can withstand (**higher, lower**) temperatures.
- d. The alcohol content of fortified wines ranges from (**15-21, 22-38**) percent.
- e. A neutral spirit is added to fortified wine, such as (**Brandy, vodka**).
- f. If spirit is added before fermentation, the result is a (**dry, sweet**) wine.
- g. If spirit is added after fermentation, the result is a (**dry, sweet**) wine.
- h. Fortified wines have (**consistent, varying**) levels of quality, price, and length of aging.
- i. They are often served as (**aperitif, main course**) wines.
- j. A common fortified wine includes (**Schnapps, Vermouth**).

Objective 7

Match the wine growing and producing region with its country by writing an "A" for American, "F" for French, "I" for Italian, or "O" for Other on the line next to the corresponding numbers on the blanks provided.

- \_\_\_\_\_ a. Bordeaux
- \_\_\_\_\_ b. California
- \_\_\_\_\_ c. Piedmonte

## Written Test

- \_\_\_\_\_ d. Texas
- \_\_\_\_\_ e. Burgundy
- \_\_\_\_\_ f. Tuscany
- \_\_\_\_\_ g. Oklahoma
- \_\_\_\_\_ h. New Zealand
- \_\_\_\_\_ i. Chablis
- \_\_\_\_\_ j. Washington

### Objective 8

Label the parts of a wine label by writing the following terms onto the correct location on the label below: *Estate*, *Grape Variety*, *Location*, *Net Contents*, *Vintage*, and *Wine Type*.

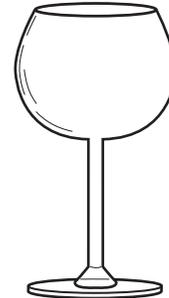
_____	~1998~ _____
_____	Produced & Bottled by
_____	<b>Overturf Estates</b>
_____	White Table Wine _____
_____	Pinot Blanc
_____	Napa Valley, California _____
_____	750 ml / 25.6 oz.

### Objective 9

Label the wine glassware by writing the name of the glass beneath its illustration. Glass choices include: *Red Wine Glass*, *Sparkling Wine Flute*, *Sweet/Fortified Wine Glass*, and *White Wine Glass*.



a. \_\_\_\_\_

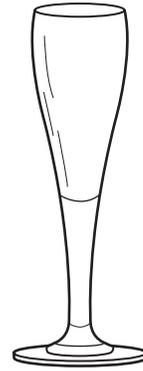


b. \_\_\_\_\_

Objective 10



c. \_\_\_\_\_



d. \_\_\_\_\_

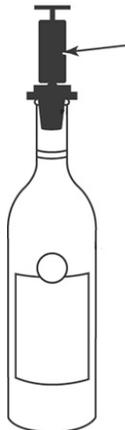
Label the wine bar tools by writing the name of the tool beneath its illustration. Tool choices include: *Champagne Bucket*, *Decanter*, *Dishonest Butler*, *Foil Cutter*, *Waiter's Pull*, *Wine Vacuum*, and *Winglever Corkscrew*.



a. \_\_\_\_\_



b. \_\_\_\_\_

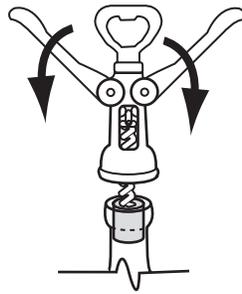


c. \_\_\_\_\_

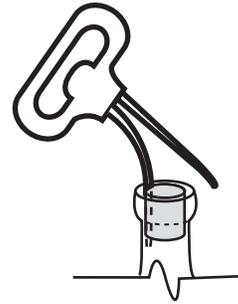


d. \_\_\_\_\_

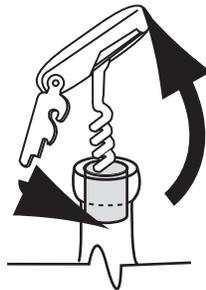
## Written Test



e. \_\_\_\_\_



f. \_\_\_\_\_



g. \_\_\_\_\_

### Objective 11

Select true statements regarding storing wine by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. Wine flavor and appearance can be damaged by sunlight.
- \_\_\_\_\_ b. Store wine in a hot, dry place.
- \_\_\_\_\_ c. If a temperature controlled wine refrigerator isn’t available, a dry downstairs cellar is a great place to store wine.
- \_\_\_\_\_ d. If storing wine in the refrigerator, place it on the bottom rack away from the motor, as vibrations can ruin wine flavor.
- \_\_\_\_\_ e. Storing wine next to onions can result in onion-flavored wine.
- \_\_\_\_\_ f. Full wine bottles should be stored standing upright.

### Objective 12

Circle the term that best completes the statement regarding wine serving temperatures.

- a. When enjoying older or red wines, the bouquet is best enjoyed if the wine is served (**cold**, **warm**).
- b. Cheaper wines are often served (**cool**, **warm**) to mask imperfections in the bouquet.

Objective 13

- c. Wine will cool about (**four, six**) degrees Fahrenheit for every 10 minutes in the refrigerator.
- d. After being removed from the refrigerator, wine will warm up about 4° F for every (**five, ten**) minutes out.
- e. To chill a bottle of wine in a hurry, put a bottle of wine into the (**freezer, refrigerator**) for about 35 minutes.
- f. Traditionally, red wine is served (**hot, warm**).
- g. Most of the time, white wines are served (**cold, cool**).
- h. Sparkling wines should be served (**chilled, cool**).

Circle the term that best completes the statement regarding cork removal.

- a. Wipe all mold from the top of the cork (**after, before**) pouring.
- b. Hold a bottle of wine by the (**bottleneck, bottom**).
- c. Hold a bottle of sparkling wine by the (**bottleneck, bottom**).
- d. If removing the cork from a bottle of sparkling wine, remove the cage and cork (**separately, simultaneously**).
- e. Cut the (**cork, foil**) around the bottle's rim.
- f. When removing foil, be sure to use a (**finger, napkin**) to avoid cross-contamination.
- g. Insert a corkscrew worm into the cork's (**center, side**).
- h. Turn the corkscrew until there's (**one, two**) groove(s) left on the worm's spear.
- i. Hook the lever of the corkscrew onto the bottle's (**bottom, rim**).
- j. Remove the loosened cork with a (**finger, towel**).

Objective 14

Select true statements regarding wine service by placing an "X" on the lines next to the true statements.

- \_\_\_\_\_ a. A person that serves wine is called a vitner.
- \_\_\_\_\_ b. Never rinse and dry a glass before serving wine, as the water dilutes the wine.
- \_\_\_\_\_ c. Keep hand and fingers on the bottle's rim, where the wine pours out.

## Written Test

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- d. Handle both clean and dirty glassware by the stem.
- e. If more than one glass is on the dinner table, use the proper glass for the type of wine.
- f. Allow the person that ordered the wine to have the first glass from a bottle to make sure it is acceptable to serve to other guests.
- g. Serve all men at the table before serving women.
- h. Provide each guest with a glass of water to cleanse the palate as needed.
- i. Wine is served to the left of the guest.
- j. Place the glass just above the dinner plate when serving.
- k. Serve wine with the proper course.
- l. If a refill of a second kind of red wine is served during a course, make sure they are served in separate glasses to prevent flavor mixing.

### Objective 15

Select true statements regarding wine pouring by placing an "X" on the lines next to the true statements.

- a. If there is wine in a wine bottle, the wine should be decanted prior to serving.
- b. Decanting is sometimes performed at the guest's table.
- c. Prior to pouring, uncorked wine should be placed on its side to allow the sediment to settle.
- d. Wine can be poured through cheesecloth to filter out the sediment.
- e. When pouring wine from a bottle into a decanter to filter out sediment, the bottle should be pointing straight down into the decanter.
- f. Wine can be poured into glasses at the guest's table or in the bar area.
- g. Wine should be poured so it flows down the inside edge of the glass.
- h. The glass should only be filled to about the 1/3 mark.
- i. The bottle should be recorked after pouring to prevent oxidization.

Objective 16

- \_\_\_\_\_ j. Handle the cork with your fingers.
- \_\_\_\_\_ k. When recorking, put the cork back into the bottle in the same direction it came out.
- \_\_\_\_\_ l. A wine vacuum is supposed to keep the wine fresher longer.

Finish statements regarding wine tasting and the senses by writing the correct word in the blank. Word choices include: *body, bouquet, clockwise, distorted, improved, oxygen, reflect, smelled, swirl, tongue, and watch.*

- a. It is important to \_\_\_\_\_ the server pour the wine.
- b. After the wine has been poured, \_\_\_\_\_ the contents.
- c. Get the wine glass's contents moving by moving the contents in a smooth \_\_\_\_\_ motion.
- d. Swirling the wine allows more \_\_\_\_\_ into the wine.
- e. Getting the wine moving releases the \_\_\_\_\_.
- f. After releasing the bouquet, the glass of wine should be \_\_\_\_\_.
- g. The flavor of white wine can be \_\_\_\_\_ with age.
- h. The flavor of red wine can be \_\_\_\_\_ with age.
- i. Taste the varying flavors of the wine with your \_\_\_\_\_.
- j. After swallowing, the drinker should \_\_\_\_\_ upon the wine's flavor.
- k. The sensation of thickness or weight on the tongue is called \_\_\_\_\_.

Objective 17

Circle the term that best completes the statement regarding common wine flavor sensations.

- a. Lighter bodied wines feel (**heavy, light**) on the tongue.
- b. Lighter bodied wines have a (**higher, lower**) alcohol content.
- c. Lighter bodied wines contain (**fewer, more**) tannins.
- d. Full bodied wines feel (**heavy, light**) on the tongue.

## Written Test

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- e. Full bodied wines have (**higher, lower**) alcohol content.
- f. Full bodied wines contain (**fewer, more**) tannins.
- g. Sweeter wines have more (**sugar, yeast**) left in the wine after fermentation.
- h. Drier wines have (**most, little**) sugar fermented out of the wine.
- i. Acidic wines have a (**sour, sweet**) flavor.
- j. When the taste buds taste alkaline in wine, the resulting flavor is (**bitter, sweet**).
- k. Fruity wine refers to the (**body, flavor**) and aroma of the grapes used in winemaking.
- l. Floral wine is made with a special (**flower, grape**) varietal.
- m. Herbaceous wine is made with a special (**herb, grape**) varietal.
- n. Oak flavored wine has been (**aged in oak barrels, made with a special variety of grapes**).
- o. Spicy wine has been made with (**grapes, spices**).

### Objective 18

Match the wine faults and curiosities with their descriptors by writing a “**C**” for Crystals, “**D**” for Discoloration, “**M**” for Musty Aroma, “**P**” for Pieces of Cork, and “**S**” for Sour Flavor on the line next to the corresponding numbers on the blanks provided.

- \_\_\_\_\_ a. Cork crumbles when removed from the bottle
- \_\_\_\_\_ b. Red wine appears brown
- \_\_\_\_\_ c. Damaged by bacterial infection
- \_\_\_\_\_ d. Small white crystals decanted from the wine
- \_\_\_\_\_ e. Distorted bouquet because the bottle was sealed with a fungus infected cork
- \_\_\_\_\_ f. Cork breaks off in the wine; doesn't affect flavor
- \_\_\_\_\_ g. Called “corked wine”
- \_\_\_\_\_ h. Flavor is ruined due to exposure to too much oxygen
- \_\_\_\_\_ i. Tartaric acid has precipitated in the wine
- \_\_\_\_\_ j. Tastes of vinegar

Objective 19

Complete statements regarding pairing wine with food by circling the correct answers.

- a. If a customer states that he or she does not enjoy a particular wine – even if it goes perfectly with a food choice – the server should (**always, never**) insist that person purchase it.
- b. Many of the more inexpensive wines can be very (**flavorful, tasteless**) with certain foods.
- c. More expensive restaurants traditionally serve (**less expensive, more expensive**) wines with their foods.
- d. It is common to serve red wine with (**red, white**) meat.
- e. It is common to serve white wine with (**red, white**) meat.
- f. The (**quality, quantity**) of food and wine should be matched.
- g. It is common to match (**rare, regional**) wines with regional foods.
- h. Match flavor intensities, such as a light-bodied wine with a (**heavier, lighter**) food.
- i. The oiliness of some foods can be cut with (**acidic, sweet**) wines.
- j. Pair the wine with the sauce, seasoning, or (**dominant, non-dominant**) flavor of the dish.
- k. To prevent “sugar overload” on the palate, balance sweetness that is (**drier, sweeter**) than the food served.
- l. Fortified wines are commonly served as an (**aperitif, main course**).
- m. Wine should be (**less sweet, more sweet**) than the chocolate with which it's paired.
- n. Cheese usually pairs best with (**red, white**) wine.
- o. Strong cheeses require (**mild, strong**) flavored wines.

## Written Test

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### Objective 20

Select true statements regarding cooking with wine by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. When cooking with wine, most of the alcohol content is cooked out.
- \_\_\_\_\_ b. Alcohol evaporates before water even begins boiling.
- \_\_\_\_\_ c. Food retains the alcohol’s cooked out flavor.
- \_\_\_\_\_ d. When cooked with sparkling wine, soup is effervescent.
- \_\_\_\_\_ e. You can never use too much wine when cooking.
- \_\_\_\_\_ f. It is easy for sweet wines to overpower a batch of food.
- \_\_\_\_\_ g. All wines contain sulfites, to which some people are allergic.
- \_\_\_\_\_ h. Cooking wines are highly salty, so the amount of salt used in a dish should be reduced.
- \_\_\_\_\_ i. It is acceptable to serve a glass of cooking wine with a dish with which it is prepared.
- \_\_\_\_\_ j. When selecting a wine with which to cook, choose the best tasting over the most expensive one.
- \_\_\_\_\_ k. Select a wine to cook with based upon flavors that will complement the food’s flavor.
- \_\_\_\_\_ l. When flambéing, hot wine is added to food and lit with a long match or lighter in front of the customer.
- \_\_\_\_\_ m. It is hard to catch wine on fire.
- \_\_\_\_\_ n. When cooking with wine (not drinking), sparkling wine and Champagne are equivalent

**\*Permission to duplicate this test is granted.**

## Written Test—Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Objective 1  
(Part 1)**

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided.

- |              |                        |
|--------------|------------------------|
| 1. Aperitif  | 6. Cross-contaminating |
| 2. Bouquet   | 7. Decanter            |
| 3. Charred   | 8. Disgorging          |
| 4. Clarifier | 9. Dosage              |
| 5. Crop      | 10. Dry                |

- 3   a. Something that has been blackened by fire
- 8   b. Process of liquids or gasses gushing out of a container in a stream
- 1   c. Alcoholic beverage consumed before a meal
- 10   d. Beverage that lacks sweetness
- 5   e. Group of plants grown for use in food or manufacturing
- 2   f. Scent of a particular wine
- 9   g. Extra ingredient(s) added to a substance
- 6   h. To transfer germs or other pathogens from one object to another, such as using an unclean hand or knife to prepare food
- 7   i. Decorative bottle with a stopper that is used to serve drinks
- 4   j. Substance that makes a liquid clear

## Written Test—Answer Key

### Objective 1 (Part 2)

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided.

- |              |             |            |             |
|--------------|-------------|------------|-------------|
| 1. Estate    | 4. Palate   | 7. Surname | 10. Variety |
| 2. Fortified | 5. Riddle   | 8. Sweet   | 11. Yeast   |
| 3. Must      | 6. Sulfites | 9. Tannins |             |

- 9   a. Chemical found in plants that gives wine a woody flavor
- 3   b. Moldy layer that develops atop wine prior to and during fermentation
- 1   c. Private home surrounded by considerable amount of farmed land
- 6   d. Fruit preservatives made of salt or sulfurous acid that cause allergic reactions in some individuals
- 8   e. Tastes like sugar
- 4   f. Areas of the tongue that taste substances
- 11   g. Simple fungus found in nature that ferments sugars
- 5   h. Process of yeast settling in the neck of the wine bottle so it can be removed
- 7   i. Name that identifies an individual as being part of a particular family
- 10   j. Group of plants that are divided by distinguishing characteristics, such as flower or leaf type
- 2   k. Wine that has extra alcohol added

### Objective 2

Circle the term that best completes the statement regarding the drink selection process.

- a. It is believed that wine was being made from grapes as early back as 6000 BC in (America, **Mesopotamia**).
- b. Dated from 3000 BC, hieroglyphics of winemaking and drinking were found in the pyramid tombs of (Canadian, **Egyptian**) pharaohs.
- c. A wine (cork, **stone press**) dated to 1600 BC was found at a villa in Crete, Greece.
- d. Wine consumption is associated with the Greek god (**Dionysos**, Thor).
- e. Grape vines were transported from Italy to other countries along the (Atlantic, **Mediterranean**) Sea.

## Written Test—Answer Key

- f. The Roman Empire created a lasting foundation for fine (**Italian**, Napa Valley) wines.
- g. During the Dark Ages in Europe, (bootleggers, **monasteries**) continued to grow grapes and make wine.
- h. Water purification methods became more (**reliable**, unreliable) in Europe, causing wine drinkers to become more focused on flavor.
- i. In the 17th century, (bottles, **corks**) were invented, spurring along the industry.
- j. Nicole-Barge Clicquot-Ponsardin introduced (**Champagne**, white wine) in an assembly line form in the 19th century.
- k. Winemakers can control fermentation temperatures in hot climates thanks to (boilers, **refrigeration**).

### Objective 3

Select true statements regarding basic winemaking ingredients by placing an “X” on the lines next to the true statements.

- \_\_\_\_\_ a. Grapes are the only fruit used to make wine.
- X**   b. Without fruit, wine would not ferment.
- X**   c. Wine gets its woody flavor from the tannins found in grape stems, seeds, and skins.
- X**   d. At its base, wine is fermented fruit juice.
- \_\_\_\_\_ e. There is only one strain of yeast.
- \_\_\_\_\_ f. All yeasts produce the same wine flavors.
- X**   g. There are yeast strains floating in the air we breathe.
- X**   h. Egg whites can be used to eliminate cloudiness in wine.
- \_\_\_\_\_ i. Vodka is used to make fortified wine.
- X**   j. Sugar is needed to make sparkling wine.
- X**   k. Charred wood is used to add a smoky flavor to wine.

## Written Test—Answer Key

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### Objective 4

Circle the term that best completes the statement regarding the winemaking process.

- a. A winemaker or wine merchant is often referred to as a (sommelier, **vintner**).
- b. Grapes are harvested and crushed mostly by (hand, **machine**).
- c. Yeast, grapes, and grape juice are blended and the mixture sits at a (**controlled**, uncontrolled) temperature.
- d. If the stems, seeds, and skins are allowed to stay in the mixture, constantly being stirred back in, the wine will be (**red**, white).
- e. If the juice is filtered out from the stems, seeds, and skins during the sitting, the wine will be (red, **white**).
- f. As wine sits, the skins and seeds tend to rise to the top, forming a layer called (mold, **must**).
- g. The fermenting process turns sugar into alcohol and (**carbon dioxide**, oxygen).
- h. Once all the sugar has been eaten by the yeast, the yeast settles to the (**bottom**, top) of the container.
- i. In one or two (months, **weeks**), fermentation ceases and the juice is ready to transfer to another vat.
- j. After aging the proper amount of time in the wooden barrels, wine is (**bottled**, drank) immediately.

### Objective 5

Select true statements regarding sparkling wines by placing an “X” on the lines next to the true statements.

- a. Sparkling wine is interchangeably called Champagne.
- b. Champagne from France costs a lot more than sparkling wine.
- c. Sparkling wine is of a higher quality because its production is controlled by French government.
- d. Sparkling wine is called Spumante in Italy.
- e. Sparkling wine bottles are placed on special racks so the yeast can riddle in the bottleneck.
- f. Removing the yeast from a bottle of wine involves a process called dosage.

## Written Test—Answer Key

### Objective 6

- \_\_\_\_\_ g. Disgorge is merely sugar added to sparkling wine.
- \_\_\_\_\_ h. Sparkling wine gets better with age.
- X**   i. A wire cage is attached to the cork on sparkling wines so the top doesn't fly out from the pressure in the bottle.
- \_\_\_\_\_ j. Sparkling wine should only be made from white grapes.
- \_\_\_\_\_ k. Brut wine has a hint of sweetness.
- X**   l. Doux is extremely sweet sparkling wine.

Circle the term that best completes the statement regarding fortified wines.

- a. Fortified wine was created in the 17th century when European winemakers wanted wine to export that wouldn't (**spoil**, sweeten).
- b. After a bottle of fortified wine is open, the flavor will stay for a (**long**, short) time.
- c. Fortified wines can withstand (**higher**, lower) temperatures.
- d. The alcohol content of fortified wines ranges from (**15-21**, 22-38) percent.
- e. A neutral spirit is added to fortified wine, such as (**Brandy**, vodka).
- f. If spirit is added before fermentation, the result is a (dry, **sweet**) wine.
- g. If spirit is added after fermentation, the result is a (**dry**, sweet) wine.
- h. Fortified wines have (consistent, **varying**) levels of quality, price, and length of aging.
- i. They are often served as (**aperitif**, main course) wines.
- j. A common fortified wine includes (Schnapps, **Vermouth**).

### Objective 7

Match the wine growing and producing region with its country by writing an "A" for American, "F" for French, "I" for Italian, or "O" for Other on the line next to the corresponding numbers on the blanks provided.

- F**   a. Bordeaux
- A**   b. California
- I**   c. Piedmonte

## Written Test—Answer Key

- A   d. Texas  
  F   e. Burgundy  
  I   f. Tuscany  
  A   g. Oklahoma  
  O   h. New Zealand  
  F   i. Chablis  
  A   j. Washington

### Objective 8

Label the parts of a wine label by writing the following terms onto the correct location on the label below: *Estate*, *Grape Variety*, *Location*, *Net Contents*, *Vintage*, and *Wine Type*.

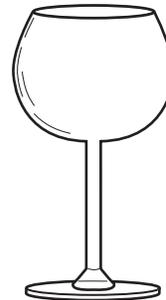
	~1998~	<b>Vintage</b>
<b>Estate</b>	Produced & Bottled by <b>Overturf Estates</b>	<b>Wine Type</b>
<b>Grape Variety</b>	White Table Wine Pinot Blanc	
	Napa Valley, California	<b>Location</b>
<b>Net Contents</b>	750 ml / 25.6 oz.	

### Objective 9

Label the wine glassware by writing the name of the glass beneath its illustration. Glass choices include: *Red Wine Glass*, *Sparkling Wine Flute*, *Sweet/Fortified Wine Glass*, and *White Wine Glass*.



a. **Sweet/Fortified Wine Glass**



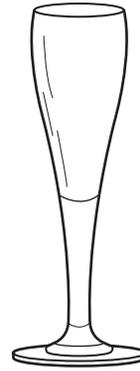
b. **Red Wine Glass**

Written Test—Answer Key

Objective 10



c. White Wine Glass



d. Sparkling Wine Flute

Label the wine bar tools by writing the name of the tool beneath its illustration. Tool choices include: *Champagne Bucket*, *Decanter*, *Dishonest Butler*, *Foil Cutter*, *Waiter's Pull*, *Wine Vacuum*, and *Winglever Corkscrew*.



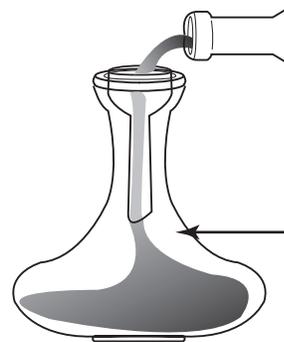
a. Foil Cutter



b. Champagne Bucket

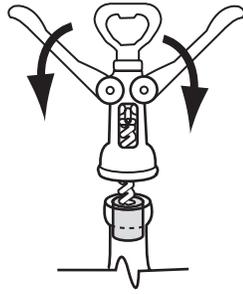


c. Wine Vacuum

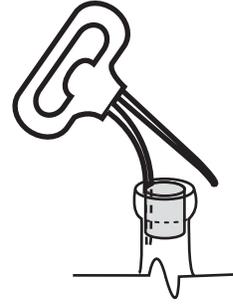


d. Decanter

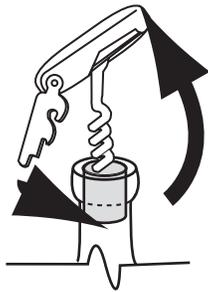
## Written Test—Answer Key



e. Winglever Corkscrew



f. Dishonest Butler



g. Waiter's Pull

### Objective 11

Select true statements regarding storing wine by placing an “X” on the lines next to the true statements.

- a. Wine flavor and appearance can be damaged by sunlight.
- b. Store wine in a hot, dry place.
- c. If a temperature controlled wine refrigerator isn't available, a dry downstairs cellar is a great place to store wine.
- d. If storing wine in the refrigerator, place it on the bottom rack away from the motor, as vibrations can ruin wine flavor.
- e. Storing wine next to onions can result in onion-flavored wine.
- f. Full wine bottles should be stored standing upright.

### Objective 12

Circle the term that best completes the statement regarding wine serving temperatures.

- a. When enjoying older or red wines, the bouquet is best enjoyed if the wine is served (cold, **warm**).
- b. Cheaper wines are often served (**cool**, warm) to mask imperfections in the bouquet.

## Written Test—Answer Key

### Objective 13

- c. Wine will cool about (**four**, six) degrees Fahrenheit for every 10 minutes in the refrigerator.
- d. After being removed from the refrigerator, wine will warm up about 4° F for every (five, **ten**) minutes out.
- e. To chill a bottle of wine in a hurry, put a bottle of wine into the (**freezer**, refrigerator) for about 35 minutes.
- f. Traditionally, red wine is served (hot, **warm**).
- g. Most of the time, white wines are served (cold, **cool**).
- h. Sparkling wines should be served (**chilled**, cool).

Circle the term that best completes the statement regarding cork removal.

- a. Wipe all mold from the top of the cork (after, **before**) pouring.
- b. Hold a bottle of wine by the (**bottleneck**, bottom).
- c. Hold a bottle of sparkling wine by the (bottleneck, **bottom**).
- d. If removing the cork from a bottle of sparkling wine, remove the cage and cork (separately, **simultaneously**).
- e. Cut the (cork, **foil**) around the bottle's rim.
- f. When removing foil, be sure to use a (finger, **napkin**) to avoid cross-contamination.
- g. Insert a corkscrew worm into the cork's (**center**, side).
- h. Turn the corkscrew until there's (**one**, two) groove(s) left on the worm's spear.
- i. Hook the lever of the corkscrew onto the bottle's (bottom, **rim**).
- j. Remove the loosened cork with a (finger, **towel**).

### Objective 14

Select true statements regarding wine service by placing an "X" on the lines next to the true statements.

- \_\_\_\_\_ a. A person that serves wine is called a vitner.
- \_\_\_\_\_ b. Never rinse and dry a glass before serving wine, as the water dilutes the wine.
- \_\_\_\_\_ c. Keep hand and fingers on the bottle's rim, where the wine pours out.

## Written Test—Answer Key

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### Objective 15

- d. Handle both clean and dirty glassware by the stem.
- e. If more than one glass is on the dinner table, use the proper glass for the type of wine.
- f. Allow the person that ordered the wine to have the first glass from a bottle to make sure it is acceptable to serve to other guests.
- g. Serve all men at the table before serving women.
- h. Provide each guest with a glass of water to cleanse the palate as needed.
- i. Wine is served to the left of the guest.
- j. Place the glass just above the dinner plate when serving.
- k. Serve wine with the proper course.
- l. If a refill of a second kind of red wine is served during a course, make sure they are served in separate glasses to prevent flavor mixing.

Select true statements regarding wine pouring by placing an “X” on the lines next to the true statements.

- a. If there is wine in a wine bottle, the wine should be decanted prior to serving.
- b. Decanting is sometimes performed at the guest’s table.
- c. Prior to pouring, uncorked wine should be placed on its side to allow the sediment to settle.
- d. Wine can be poured through cheesecloth to filter out the sediment.
- e. When pouring wine from a bottle into a decanter to filter out sediment, the bottle should be pointing straight down into the decanter.
- f. Wine should be poured into glasses at the guest’s table or in the bar area.
- g. Wine can be poured so it flows down the inside edge of the glass.
- h. The glass should only be filled to about the 1/3 mark.
- i. The bottle should be recorked after pouring to prevent oxidization.

## Written Test—Answer Key

### Objective 16

- \_\_\_\_\_ j. Handle the cork with your fingers.
- X k. When recorking, put the cork back into the bottle in the same direction it came out.
- X l. A wine vacuum is supposed to keep the wine fresher longer.

Finish statements regarding wine tasting and the senses by writing the correct word in the blank. Word choices include: *body, bouquet, clockwise, distorted, improved, oxygen, reflect, smelled, swirl, tongue, and watch.*

- a. It is important to **WATCH** the server pour the wine.
- b. After the wine has been poured, **SWIRL** the contents.
- c. Get the wine glass's contents moving by moving the contents in a smooth **CLOCKWISE** motion.
- d. Swirling the wine allows more **OXYGEN** into the wine.
- e. Getting the wine moving releases the **BOUQUET**.
- f. After releasing the bouquet, the glass of wine should be **SMELLED**.
- g. The flavor of white wine can be **DISTORTED** with age.
- h. The flavor of red wine can be **IMPROVED** with age.
- i. Taste the varying flavors of the wine with your **TONGUE**.
- j. After swallowing, the drinker should **REFLECT** upon the wine's flavor.
- k. The sensation of thickness or weight on the tongue is called **BODY**.

### Objective 17

Circle the term that best completes the statement regarding common wine flavor sensations.

- a. Lighter bodied wines feel (heavy, **light**) on the tongue.
- b. Lighter bodied wines have a (higher, **lower**) alcohol content.
- c. Lighter bodied wines contain (**fewer**, more) tannins.
- d. Full bodied wines feel (**heavy**, light) on the tongue.

## Written Test—Answer Key

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- e. Full bodied wines have (**higher**, lower) alcohol content.
- f. Full bodied wines contain (fewer, **more**) tannins.
- g. Sweeter wines have more (**sugar**, yeast) left in the wine after fermentation.
- h. Drier wines have (**most**, little) sugar fermented out of the wine.
- i. Acidic wines have a (**sour**, sweet) flavor.
- j. When the taste buds taste alkaline in wine, the resulting flavor is (**bitter**, sweet).
- k. Fruity wine refers to the (body, **flavor**) and aroma of the grapes used in winemaking.
- l. Floral wine is made with a special (flower, **grape**) varietal.
- m. Herbaceous wine is made with a special (herb, **grape**) varietal.
- n. Oak flavored wine has been (**aged in oak barrels**, made with a special variety of grapes).
- o. Spicy wine has been made with (**grapes**, spices).

### Objective 18

Match the wine faults and curiosities with their descriptors by writing a “**C**” for Crystals, “**D**” for Discoloration, “**M**” for Musty Aroma, “**P**” for Pieces of Cork, and “**S**” for Sour Flavor on the line next to the corresponding numbers on the blanks provided.

- P**   a. Cork crumbles when removed from the bottle
- D**   b. Red wine appears brown
- S**   c. Damaged by bacterial infection
- C**   d. Small white crystals decanted from the wine
- M**   e. Distorted bouquet because the bottle was sealed with a fungus infected cork
- P**   f. Cork breaks off in the wine; doesn't affect flavor
- M**   g. Called “corked wine”
- D**   h. Flavor is ruined due to exposure to too much oxygen
- C**   i. Tartaric acid has precipitated in the wine
- S**   j. Tastes of vinegar

## Written Test—Answer Key

### Objective 19

Complete statements regarding pairing wine with food by circling the correct answers.

- a. If a customer states that he or she does not enjoy a particular wine – even if it goes perfectly with a food choice – the server should (always, **never**) insist that person purchase it.
- b. Many of the more inexpensive wines can be very (**flavorful**, tasteless) with certain foods.
- c. More expensive restaurants traditionally serve (less expensive, **more expensive**) wines with their foods.
- d. It is common to serve red wine with (**red**, white) meat.
- e. It is common to serve white wine with (red, **white**) meat.
- f. The (**quality**, quantity) of food and wine should be matched.
- g. It is common to match (rare, **regional**) wines with regional foods.
- h. Match flavor intensities, such as a light-bodied wine with a (heavier, **lighter**) food.
- i. The oiliness of some foods can be cut with (**acidic**, sweet) wines.
- j. Pair the wine with the sauce, seasoning, or (**dominant**, non-dominant) flavor of the dish.
- k. To prevent “sugar overload” on the palate, balance sweetness that is (**drier**, sweeter) than the food served.
- l. Fortified wines are commonly served as an (**aperitif**, main course).
- m. Wine should be (less sweet, **more sweet**) than the chocolate with which it’s paired.
- n. Cheese usually pairs best with (red, **white**) wine.
- o. Strong cheeses require (mild, **strong**) flavored wines.

## Written Test—Answer Key

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### Objective 20

Select true statements regarding cooking with wine by placing an “X” on the lines next to the true statements.

- a. When cooking with wine, most of the alcohol content is cooked out.
- b. Alcohol evaporates before water even begins boiling.
- c. Food retains the alcohol’s cooked out flavor.
- d. When cooked with sparkling wine, soup is effervescent.
- e. You can never use too much wine when cooking.
- f. It is easy for sweet wines to overpower a batch of food.
- g. All wines contain sulfites, to which some people are allergic.
- h. Cooking wines are highly salty, so the amount of salt used in a dish should be reduced.
- i. It is acceptable to serve a glass of cooking wine with a dish with which it is prepared.
- j. When selecting a wine with which to cook, choose the best tasting over the most expensive one.
- k. Select a wine to cook with based upon flavors that will complement the food’s flavor.
- l. When flambéing, hot wine is added to food and lit with a long match or lighter in front of the customer.
- m. It is hard to catch wine on fire.
- n. When cooking with wine (not drinking), sparkling wine and Champagne are equivalent

\*Permission to duplicate this test is granted.

Objective 21

**Assignment Sheet 1 – Answer Key  
Grape Names by Color**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Properly matched the grape name with its color.	_____
• Work shows effort put forth in completing Assignment Sheet.	_____

Basic Skills



Reading



Writing



Science



Critical Thinking



Social Studies

Directions

Indicate the color of the grape variety by placing an “R” for red wine and a “W” for white wine on the space next to each grape variety. *For more information, refer to the information sheets in the Student Guide.*

1. Barbera   **R**
2. Barolo   **R**
3. Beaujolais   **R**
4. Cabernet Franc   **R**
5. Cabernet Merlot   **R**
6. Cabernet Sauvignon   **R**
7. Chardonnay   **W**
8. Chenin Blanc   **W**
9. Chianti   **R**
10. Gamay   **R**
11. Garganega   **W**
12. Gewurztraminer   **W**
13. Grenache   **R**

## Assignment Sheet 1—Answer Key

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14. Lambrusco   **R**
15. Merlot   **R**
16. Muscat   **W**
17. Nebbiolo   **R**
18. Pinot Blanc   **W**
19. Pinot Noir   **R**
20. Pinot Gris/Pinot Grigio   **W**
21. Port   **R**
22. Riesling   **W**
23. Sauvignon Blanc   **W**
24. Semillon   **W**
25. Seyval Blanc   **W**
26. Shiraz/Syrah   **R**
27. Spumante   **W**
28. Tempranillo   **R**
29. Trebbiano   **W**
30. Verdelho   **W**
31. Viognier   **W**
32. White Shiraz   **R**
33. White Zinfandel   **W**
34. Zinfandel   **R**

Objective 22

**Assignment Sheet 2— Answer Key  
Wine Flavor Sensations**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Selected the best answer.	_____
• Followed the guidelines indicated in the unit.	_____

Basic Skills



Directions

Following the guidelines indicated in the information sheets of the Student Edition, match the wine flavor sensation with its description by writing the correct letter in the blank next to the description.

- a. Acidic
- b. Bitter
- c. Dry
- d. Floral
- e. Fruity
- f. Full bodied
- g. Herbaceous
- h. Light bodied
- i. Oak
- j. Spicy
- k. Sweet

  C   1. Chianti has had all or most of the sugar fermented out, giving it a specific flavor sensation.

  I   2. Barolo is aged in wooden barrels following fermentation to impart a specific flavor.

  F   3. Merlot feels thick on the tongue due to high tannin content.

  J   4. Gewurztraminer is made from a grape that has an aroma reminiscent of cloves or nutmeg.

  A   5. Riesling is served with a creamy cheese because it has a vinegary, sour aspect that cuts the cheese coating in the mouth.

## Assignment Sheet 2—Answer Key

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- K   6. Chardonnay has not had all the sugar fermented out, giving it a specific taste.
- G   7. Cabernet Sauvignon has a bouquet that smells like mint or eucalyptus.
- B   8. Verdelho imparts a specific flavor due to its alkalinity.
- H   9. White Zinfandel leaves a light, airy sensation as it touches the tongue.
- E   10. Sauvignon Blanc leaves a lingering flavor and scent of pineapple, pear, peach, and apricot.
- D   11. Muscat is described as having an aroma of honeysuckle and jasmine.

Objective 23

**Assignment Sheet 3— Answer Key  
Pair Wine with Food**

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Selected the best answer.	_____
• Followed the guidelines indicated in the unit.	_____

Basic Skills



Directions

Following the guidelines indicated in the information sheets of the Student Edition, pair the best wine with the indicated food item. Answer choices include: *Champagne, Dessert Wine, Fortified Wine, Dark Merlot, Pinot Grigio, Raspberry Zinfandel, Sweet Chardonnay*. Note: Answers will be used only one time.

- a. Spicy jalapeno egg rolls as an appetizer

**DESSERT WINE to add sweet flavor to a very spicy food**

- b. Chicken marinated in Pinot Grigio

**PINOT GRIGIO to match the wine with the cooked in flavor**

- c. Wine served as an aperitif

**FORTIFIED WINE is a common aperitif**

- d. Steak as the main course

**DARK MERLOT, as dark red wines contain tannins that**

- e. Strawberries dipped in chocolate

**CHAMPAGNE and chocolate are considered a classic pair**

## Assignment Sheet 3—Answer Key

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f. Salty Cheshire cheese

**SWEET CHARDONNAY will offset the salty flavor**

g. Fruit sauce for roasted duck

**RASPBERRY ZINFANDEL, as the berry in the wine provides the fruity flavor for the sauce**

## Objective 24

### Assignment Sheet 4— Answer Key Wine Cooking Style and Techniques

Name \_\_\_\_\_ Overall Rating \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Criteria	Rating
• Selected the best answer.	_____
• Followed the guidelines indicated in the unit.	_____

## Basic Skills



Reading



Writing



Science



Critical Thinking



Employability



Technology

## Directions

Following the information provided in the information sheets of the Student Edition, match the wine cooking style with the technique by writing the correct letter in the blank next to the description.

- a. Braising
- b. Deglazing
- c. Finishing
- d. Flambéing
- e. Marinating
- f. Reducing
- g. Reduction sauce

  G   1. Gravy made by removing cooked meat from a pan and then pouring the remaining liquid on deglazed wine to pair with the meat.

  E   2. Chef Batchelder wants to make the world's most tender steak, so he uses a fork to poke holes in the meat and then soaks it overnight in a rich Merlot.

  A   3. A pork chop is seared. Then, the meat and accompanying juice is added to a hot pan containing deglazed Chardonnay, where it simmers until cooked to proper temperature.

  B   4. Sauvignon Blanc is poured directly into a hot pan, where it becomes a thick, syrupy glaze that is used as a sauce base for a chicken dish.

  F   5. Making a seafood soup thicker by adding Chardonnay and boiling uncovered to evaporate excess liquid.

## Assignment Sheet 4—Answer Key

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- C 6. Fortified wine is added to a veal sauce to heighten the aroma of the dish.
- D 7. Hot wine is added to a dish tableside at a Japanese Hibachi restaurant to flavor the food and create a fun visual presentation.

## Unit Review

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Directions**

Read each of the items below. From the choices given, circle the letter of the most correct response.

**Objective 14**

1. When serving wine, from where should a server handle a piece of stemware?
- a. Base
  - b. Bowl
  - c. Rim
  - d. Stem

**Objective 5**

2. Which sparkling wine has the sweetest dosage?
- a. Brut
  - b. Demi sec
  - c. Doux
  - d. Sec

**Objective 19**

3. Which wine is a white wine?
- a. Chardonnay
  - b. Pinot Noir
  - c. Sangiovese
  - d. Zinfandel

**Objective 1**

4. What is a substance added to white wines to make them appear clearer?
- a. Char
  - b. Clarifier
  - c. Tannin
  - d. Yeast

**Objective 10**

5. What kind of corkscrew has a long, thin blade that is inserted between the cork and the bottle's rim so the cork can be wiggled out without being damaged?
- a. Dishonest butler
  - b. Waiter's pull
  - c. Winglever
  - d. None of the above

## Unit Review

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**Objective 17**

6. Which wine has been made with a grape that tastes minty?
- a. Floral
  - b. Fruity
  - c. Oak
  - d. Spicy

**Objective 3**

7. Where can tannins be found on a grape plant?
- a. Seeds
  - b. Skins
  - c. Stems
  - d. All of the above

**Objective 12**

8. Which wine should be chilled?
- a. Dark sherry
  - b. Fortified wine
  - c. Red
  - d. Sparkling

**Objective 7**

9. Bordeaux originated from which producing region?
- a. America
  - b. France
  - c. Italy
  - d. Spain

**Objective 15**

10. Where should wine be poured?
- a. At the guest's table
  - b. In the bar area
  - c. Both "a" and "b"
  - d. None of the above

**Objective 2**

11. What group of people continued to grow grapes and make wine during the Dark Ages?
- a. Dutch sailors
  - b. European monks
  - c. Greek gods
  - d. Roman soldiers

**Objective 9**

12. Which wine bowl holds the largest amount of fluid?
- a. Red wine glass
  - b. Sherry wine glass
  - c. White wine glass
  - d. All glasses hold the same amount

## Unit Review

<b>Objective 18</b>	13. Wine will still taste the same, even if it has which fault?  a. Cork in the wine b. Discoloration c. Musty aroma d. Sour flavor
<b>Objective 6</b>	14. What additional ingredient gives wine the name “fortified wine?”  a. Whole pieces of candied fruits added before distillation b. Neutral spirit added before or after fermentation c. Pure cane sugar poured into the mash after distillation d. None of the above
<b>Objective 4</b>	15. What is the first step in the basic winemaking process?  a. Fruit harvested and crushed b. Mixture is fermented c. Mixture is strained and pressed d. Yeast, grapes, and juice blended
<b>Objective 20</b>	16. When cooking with wine, what method involves adding hot wine to food and then lighting it with a long match in front of the customer?  a. Deglazing b. Flambéing c. Marinating d. Reducing
<b>Objective 11</b>	17. What can damage the flavor and appearance of wine?  a. Extreme temperatures b. Sunlight c. Vibrations d. All of the above
<b>Objective 16</b>	18. If the tongue notices a sweet flavor in a wine, what characteristic has been built into the wine?  a. Acidity in the wine b. Aging in wooden barrels c. Sugar left over after fermentation d. None of the above
<b>Objective 13</b>	19. Which statement regarding sparkling wine cork removal is correct?  a. Hold bottle by the bottleneck b. Point the cork towards your face when removing c. Remove the cage and cork in separate steps d. Use a foil cutter to cut the foil around the rim

## Unit Review

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**Objective 8**

20. Which term refers to the year a particular crop of grapes were harvested?
- a. Class
  - b. Estate
  - c. Surname
  - d. Vintage

**Objective 14**

21. Who should be served their glass of wine first?
- a. Men
  - b. Older patrons
  - c. Person ordering the wine
  - d. Women

**Objective 5**

22. Outside the Champagne district, what is sparkling wine called in France?
- a. Cava
  - b. Sekt
  - c. Spumante
  - d. Vin Mousseux

**Objective 19**

23. Which statement regarding food and wine pairing is true?
- a. Acidic white wines increase the oiliness of some food flavors
  - b. Low quality foods should be paired with premium quality wines
  - c. Match a light-bodied wine with a hearty, heavy food choice
  - d. Pair the wine with the sauce, seasoning, or dominant flavor of the dish

**Objective 1**

24. What is the process called when yeast settles in the neck of a wine bottle for later removal?
- a. Disgorging
  - b. Dosage
  - c. Fortifying
  - d. Riddling

**Objective 10**

25. What is one purpose of having a decanter in a wine bar?
- a. To chill sparkling wine just prior to serving
  - b. To cut the foil around the wine bottle's rim and neck
  - c. To give the server more room to remove sediment
  - d. To remove oxygen from the wine bottle that can cause vinegaring

## Unit Review

<b>Objective 17</b>	26. How should a full-bodied wine feel on the tongue?  a. Airy b. Thick c. Both “a” and “b” d. None of the above
<b>Objective 3</b>	27. Why are wooden wine-making barrels charred?  a. To add a smoky flavor to the wine b. To kill germs in the cask c. To prevent the wine from leaking from the cask d. Yeast cannot survive in uncharred casks
<b>Objective 12</b>	28. For every 10 minutes in the refrigerator, wine will cool _____ °F.  a. Four b. Nine c. Thirteen d. Fifteen
<b>Objective 7</b>	29. Tuscan wine comes from which producing region?  a. America b. France c. Italy d. Spain
<b>Objective 15</b>	30. When pouring guest wine, how much wine should fill the glass before pouring ceases?  a. One-third full b. Half full c. Two-thirds full d. Filled to the rim
<b>Objective 2</b>	31. Before water purification became more reliable in 17th Century Europe, what did wine makers use to cover up the taste of polluted water?  a. Strong alcohol b. Sweetness c. Both “a” and “b” d. None of the above
<b>Objective 9</b>	32. Why do glasses need stems?  a. To keep the wine from being heated by the drinker’s hand b. To prevent fingerprints on the glass from impeding the wine’s color c. To support the bowl on a base d. All of the above

## Unit Review

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**Objective 18**

33. Why does wine develop a musty aroma?
- a. Bottle sealed with a fungus infected cork
  - b. Cork breaking off in the bottle
  - c. Tartaric acid precipitation in the wine
  - d. Wine has been exposed to too much oxygen

**Objective 6**

34. How are fortified wines used?
- a. After dinner dessert
  - b. Soup ingredient
  - c. To flavor sauces
  - d. All of the above

**Objective 4**

35. What is the last step in the winemaking process?
- a. Clarified, aged, and bottled
  - b. Mixture is fermented
  - c. Skins, seeds, and stems removed
  - d. Strained and pressed

**Objective 20**

36. When cooking with wine, what method involves placing meat in a bag containing wine and spices overnight?
- a. Braising
  - b. Flambéing
  - c. Marinating
  - d. Reducing

**Objective 11**

37. Where should wine be stored if a temperature-controlled wine refrigerator is unavailable?
- a. Dry downstairs cellar
  - b. Hot attic
  - c. Top rack of refrigerator by the light
  - d. Warm closet

**Objective 16**

38. A drinker that notices a thick sensation on the tongue after taking a drink of wine is reflecting on what characteristic?
- a. Acidity
  - b. Body
  - c. Finish
  - d. Woodiness

## Unit Review

<b>Objective 13</b>	39. Select the true statement regarding wine cork removal.  a. Hook the lever of the corkscrew onto the bottle's rim b. Insert a corkscrew into the left edge of a cork c. Remove a loosened cork with your bare fingers d. Turn a corkscrew until there are four grooves left on the spear
<b>Objective 8</b>	40. Which wine type is fermented with stems, seeds, and skins constantly being folded back into the mix?  a. Red wine b. White wine c. Both "a" and "b" d. None of the above
<b>Objective 14</b>	41. A person that serves wine is called a sommelier.  a. True b. False
<b>Objective 5</b>	42. All sparkling wine is called Champagne.  a. True b. False
<b>Objective 19</b>	43. To prevent "sugar overload" on the palate when serving a sweet-tasting main course, balance food sweetness with a sweet wine.  a. True b. False
<b>Objective 1</b>	44. An estate is a group of plants grown for use in food or manufacturing.  a. True b. False
<b>Objective 10</b>	45. Vintage charts help restaurateurs select "in demand" wines.  a. True b. False
<b>Objective 17</b>	46. Floral wine has had flowers added into the mix during fermentation.  a. True b. False
<b>Objective 3</b>	47. The type of yeast strain determines the flavor of the wine.  a. True b. False

## Unit Review

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- |                     |  |
|---------------------|--|
| <b>Objective 12</b> | 48. To chill a bottle of wine in a hurry, put the bottle in the freezer for about 35 minutes.<br><br>a. True<br>b. False         |
| <b>Objective 7</b>  | 49. The Burgundy wine-producing region originated in Australia.<br><br>a. True<br>b. False                                       |
| <b>Objective 15</b> | 50. Wine with sediment in the bottom should never be served.<br><br>a. True<br>b. False  |
| <b>Objective 2</b>  | 51. A wine stone press dated to 1600 B.C. was found at a villa in Crete, Greece.<br><br>a. True<br>b. False                      |
| <b>Objective 9</b>  | 52. Colored glassware allows the drinker to easily examine the color of the wine being served.<br><br>a. True<br>b. False        |
| <b>Objective 18</b> | 53. Tartaric acid crystals that have precipitated in the bottle ruin the wine's flavor.<br><br>a. True<br>b. False               |
| <b>Objective 6</b>  | 54. Fortified wines have an alcohol content ranging from 15-21 percent.<br><br>a. True<br>b. False                               |
| <b>Objective 4</b>  | 55. A winemaker or wine merchant is also called a vintner.<br><br>a. True<br>b. False  |
| <b>Objective 20</b> | 56. Sparkling wine's effervescence is retained when cooking with wine, making soups or sauces bubbly.<br><br>a. True<br>b. False |

## Unit Review

<b>Objective 11</b>	57. When storing wine, the bottle should be stored resting on its side so the cork stays moist.  a. True b. False
<b>Objective 16</b>	58. Age usually improves the flavor of white wine and distorts the flavor of red wine.  a. True b. False
<b>Objective 13</b>	59. If during cork removal a corkscrew appears to be going off center, simply unscrew and reinsert it.  a. True b. False
<b>Objective 8</b>	60. Table wine labels do not have to include information regarding grape variety or specific region.  a. True b. False



## Unit Review—Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

**Directions**

Read each of the items below. From the choices given, circle the letter of the most correct response.

**Objective 14**

1. When serving wine, from where should a server handle a piece of stemware?
- a. Base
  - b. Bowl
  - c. Rim
  - d. **Stem**

**Objective 5**

2. Which sparkling wine has the sweetest dosage?
- a. Brut
  - b. Demi sec
  - c. **Doux**
  - d. Sec

**Objective 19**

3. Which wine is a white wine?
- a. **Chardonnay**
  - b. Pinot Noir
  - c. Sangiovese
  - d. Zinfandel

**Objective 1**

4. What is a substance added to white wines to make them appear clearer?
- a. Char
  - b. **Clarifier**
  - c. Tannin
  - d. Yeast

**Objective 10**

5. What kind of corkscrew has a long, thin blade that is inserted between the cork and the bottle's rim so the cork can be wiggled out without being damaged?
- a. **Dishonest butler**
  - b. Waiter's pull
  - c. Winglever
  - d. None of the above

## Unit Review—Answer Key

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Objective 17

6. Which wine has been made with a grape that tastes minty?
- a. Floral
  - b. Fruity
  - c. Oak
  - d. **Spicy**

Objective 3

7. Where can tannins be found on a grape plant?
- a. Seeds
  - b. Skins
  - c. Stems
  - d. **All of the above**

Objective 12

8. Which wine should be chilled?
- a. Dark sherry
  - b. Fortified wine
  - c. Red
  - d. **Sparkling**

Objective 7

9. Bordeaux originated from which producing region?
- a. America
  - b. **France**
  - c. Italy
  - d. Spain

Objective 15

10. Where should wine be poured?
- a. At the guest's table
  - b. In the bar area
  - c. **Both "a" and "b"**
  - d. None of the above

Objective 2

11. What group of people continued to grow grapes and make wine during the Dark Ages?
- a. Dutch sailors
  - b. **European monks**
  - c. Greek gods
  - d. Roman soldiers

Objective 9

12. Which wine bowl holds the largest amount of fluid?
- a. **Red wine glass**
  - b. Sherry wine glass
  - c. White wine glass
  - d. All glasses hold the same amount

## Unit Review—Answer Key

<b>Objective 18</b>	13. Wine will still taste the same, even if it has which fault?  <b>a. Cork in the wine</b> b. Discoloration c. Musty aroma d. Sour flavor
<b>Objective 6</b>	14. What additional ingredient gives wine the name “fortified wine?”  a. Whole pieces of candied fruits added before distillation <b>b. Neutral spirit added before or after fermentation</b> c. Pure cane sugar poured into the mash after distillation d. None of the above
<b>Objective 4</b>	15. What is the first step in the basic winemaking process?  <b>a. Fruit harvested and crushed</b> b. Mixture is fermented c. Mixture is strained and pressed d. Yeast, grapes, and juice blended
<b>Objective 20</b>	16. When cooking with wine, what method involves adding hot wine to food and then lighting it with a long match in front of the customer?  a. Deglazing <b>b. Flambéing</b> c. Marinating d. Reducing
<b>Objective 11</b>	17. What can damage the flavor and appearance of wine?  a. Extreme temperatures b. Sunlight c. Vibrations <b>d. All of the above</b>
<b>Objective 16</b>	18. If the tongue notices a sweet flavor in a wine, what characteristic has been built into the wine?  a. Acidity in the wine b. Aging in wooden barrels <b>c. Sugar left over after fermentation</b> d. None of the above
<b>Objective 13</b>	19. Which statement regarding sparkling wine cork removal is correct?  a. Hold bottle by the bottleneck b. Point the cork towards your face when removing c. Remove the cage and cork in separate steps <b>d. Use a foil cutter to cut the foil around the rim</b>

## Unit Review—Answer Key

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### Objective 8

20. Which term refers to the year a particular crop of grapes were harvested?
- a. Class
  - b. Estate
  - c. Surname
  - d. Vintage**

### Objective 14

21. Who should be served their glass of wine first?
- a. Men
  - b. Older patrons
  - c. Person ordering the wine**
  - d. Women

### Objective 5

22. Outside the Champagne district, what is sparkling wine called in France?
- a. Cava
  - b. Sekt
  - c. Spumante
  - d. Vin Mousseux**

### Objective 19

23. Which statement regarding food and wine pairing is true?
- a. Acidic white wines increase the oiliness of some food flavors
  - b. Low quality foods should be paired with premium quality wines
  - c. Match a light-bodied wine with a hearty, heavy food choice
  - d. Pair the wine with the sauce, seasoning, or dominant flavor of the dish**

### Objective 1

24. What is the process called when yeast settles in the neck of a wine bottle for later removal?
- a. Disgorging
  - b. Dosage
  - c. Fortifying
  - d. Riddling**

### Objective 10

25. What is one purpose of having a decanter in a wine bar?
- a. To chill sparkling wine just prior to serving
  - b. To cut the foil around the wine bottle's rim and neck
  - c. To give the server more room to remove sediment**
  - d. To remove oxygen from the wine bottle that can cause vinegaring

## Unit Review—Answer Key

<b>Objective 17</b>	26. How should a full-bodied wine feel on the tongue?  a. Airy <b>b. Thick</b> c. Both “a” and “b” d. None of the above
<b>Objective 3</b>	27. Why are wooden wine-making barrels charred?  <b>a. To add a smoky flavor to the wine</b> b. To kill germs in the cask c. To prevent the wine from leaking from the cask d. Yeast cannot survive in uncharred casks
<b>Objective 12</b>	28. For every 10 minutes in the refrigerator, wine will cool _____ °F.  <b>a. Four</b> b. Nine c. Thirteen d. Fifteen
<b>Objective 7</b>	29. Tuscan wine comes from which producing region?  a. America b. France <b>c. Italy</b> d. Spain
<b>Objective 15</b>	30. When pouring guest wine, how much wine should fill the glass before pouring ceases?  <b>a. One-third full</b> b. Half full c. Two-thirds full d. Filled to the rim
<b>Objective 2</b>	31. Before water purification became more reliable in 17th Century Europe, what did wine makers use to cover up the taste of polluted water?  a. Strong alcohol b. Sweetness <b>c. Both “a” and “b”</b> d. None of the above
<b>Objective 9</b>	32. Why do glasses need stems?  a. To keep the wine from being heated by the drinker’s hand b. To prevent fingerprints on the glass from impeding the wine’s color c. To support the bowl on a base <b>d. All of the above</b>

## Unit Review—Answer Key

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Objective 18

33. Why does wine develop a musty aroma?
- a. **Bottle sealed with a fungus infected cork**
  - b. Cork breaking off in the bottle
  - c. Tartaric acid precipitation in the wine
  - d. Wine has been exposed to too much oxygen

Objective 6

34. How are fortified wines used?
- a. After dinner dessert
  - b. Soup ingredient
  - c. To flavor sauces
  - d. **All of the above**

Objective 4

35. What is the last step in the winemaking process?
- a. **Clarified, aged, and bottled**
  - b. Mixture is fermented
  - c. Skins, seeds, and stems removed
  - d. Strained and pressed

Objective 20

36. When cooking with wine, what method involves placing meat in a bag containing wine and spices overnight?
- a. Braising
  - b. Flambéing
  - c. **Marinating**
  - d. Reducing

Objective 11

37. Where should wine be stored if a temperature-controlled wine refrigerator is unavailable?
- a. **Dry downstairs cellar**
  - b. Hot attic
  - c. Top rack of refrigerator by the light
  - d. Warm closet

Objective 16

38. A drinker that notices a thick sensation on the tongue after taking a drink of wine is reflecting on what characteristic?
- a. Acidity
  - b. **Body**
  - c. Finish
  - d. Woodiness

## Unit Review—Answer Key

Objective 13	39. Select the true statement regarding wine cork removal.  <b>a. Hook the lever of the corkscrew onto the bottle's rim</b> b. Insert a corkscrew into the left edge of a cork c. Remove a loosened cork with your bare fingers d. Turn a corkscrew until there are four grooves left on the spear
Objective 8	40. Which wine type is fermented with stems, seeds, and skins constantly being folded back into the mix?  <b>a. Red wine</b> b. White wine c. Both "a" and "b" d. None of the above
Objective 14	41. A person that serves wine is called a sommelier.  <b>a. True</b> b. False
Objective 5	42. All sparkling wine is called Champagne.  a. True <b>b. False</b>
Objective 19	43. To prevent "sugar overload" on the palate when serving a sweet-tasting main course, balance food sweetness with a sweet wine.  a. True <b>b. False</b>
Objective 1	44. An estate is a group of plants grown for use in food or manufacturing.  a. True <b>b. False</b>
Objective 10	45. Vintage charts help restaurateurs select "in demand" wines.  <b>a. True</b> b. False
Objective 17	46. Floral wine has had flowers added into the mix during fermentation.  a. True <b>b. False</b>
Objective 3	47. The type of yeast strain determines the flavor of the wine.  <b>a. True</b> b. False

## Unit Review—Answer Key

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**Objective 12**

48. To chill a bottle of wine in a hurry, put the bottle in the freezer for about 35 minutes.

**a. True**

b. False

**Objective 7**

49. The Burgundy wine-producing region originated in Australia.

a. True

**b. False**

**Objective 15**

50. Wine with sediment in the bottom should never be served.

a. True

**b. False**

**Objective 2**

51. A wine stone press dated to 1600 B.C. was found at a villa in Crete, Greece.

**a. True**

b. False

**Objective 9**

52. Colored glassware allows the drinker to easily examine the color of the wine being served.

a. True

**b. False**

**Objective 18**

53. Tartaric acid crystals that have precipitated in the bottle ruin the wine's flavor.

a. True

**b. False**

**Objective 6**

54. Fortified wines have an alcohol content ranging from 15-21 percent.

**a. True**

b. False

**Objective 4**

55. A winemaker or wine merchant is also called a vintner.

**a. True**

b. False

**Objective 20**

56. Sparkling wine's effervescence is retained when cooking with wine, making soups or sauces bubbly.

a. True

**b. False**

## Unit Review—Answer Key

<b>Objective 11</b>	57. When storing wine, the bottle should be stored resting on its side so the cork stays moist.  <b>a. True</b> b. False
<b>Objective 16</b>	58. Age usually improves the flavor of white wine and distorts the flavor of red wine.  a. True <b>b. False</b>
<b>Objective 13</b>	59. If during cork removal a corkscrew appears to be going off center, simply unscrew and reinsert it.  <b>a. True</b> b. False
<b>Objective 8</b>	60. Table wine labels do not have to include information regarding grape variety or specific region.  <b>a. True</b> b. False

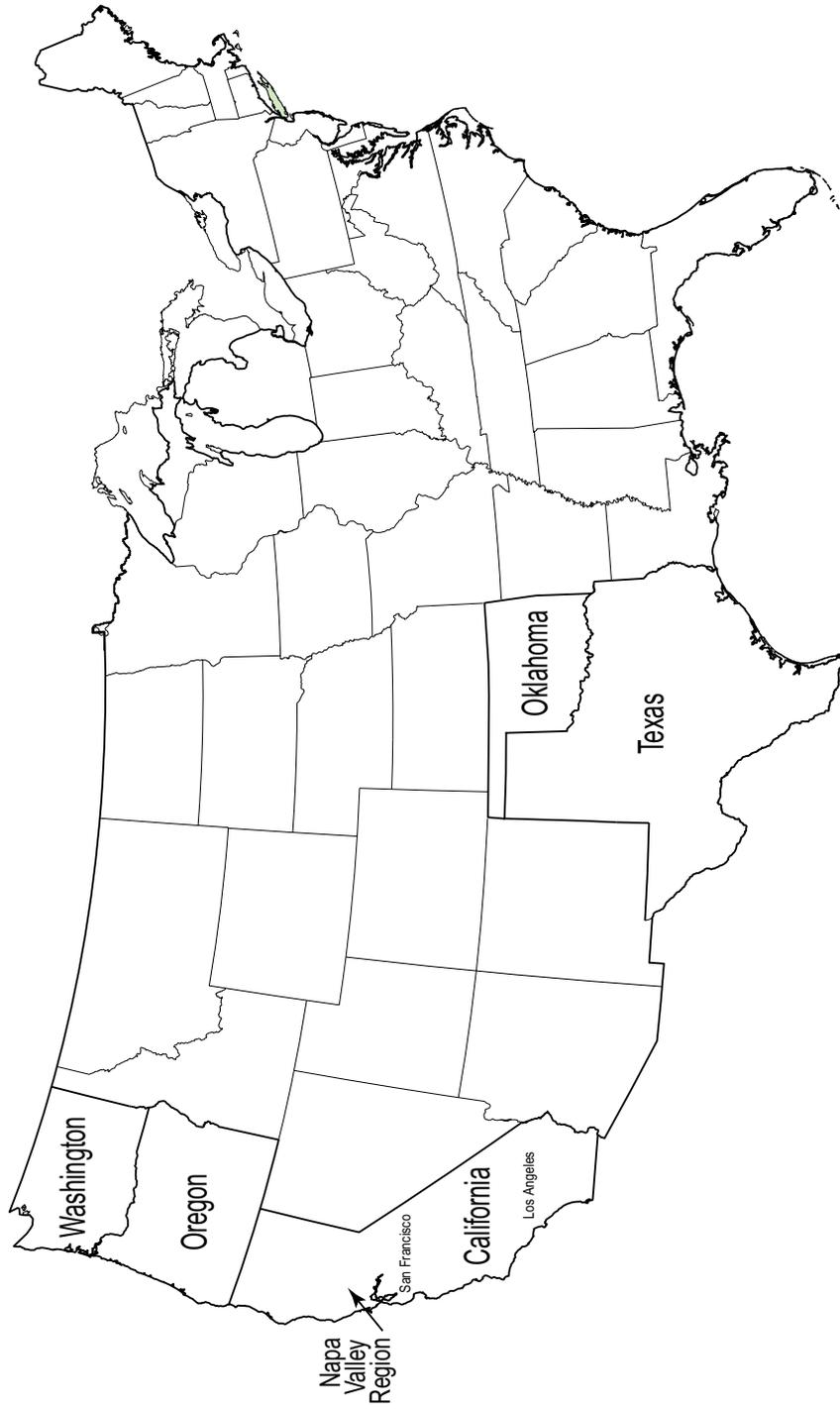


# Basic Winemaking Process

<b>Fruit Harvested &amp; Crushed</b>	<b>Yeast, Grapes &amp; Juice Blended</b>	<b>Mixture is Fermented</b>	<b>Strained &amp; Pressed</b>	<b>Skins, Seeds, &amp; Stems Removed</b>	<b>Clarified, Aged, &amp; Bottled</b>
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# American Wine Regions





# French Wine Regions



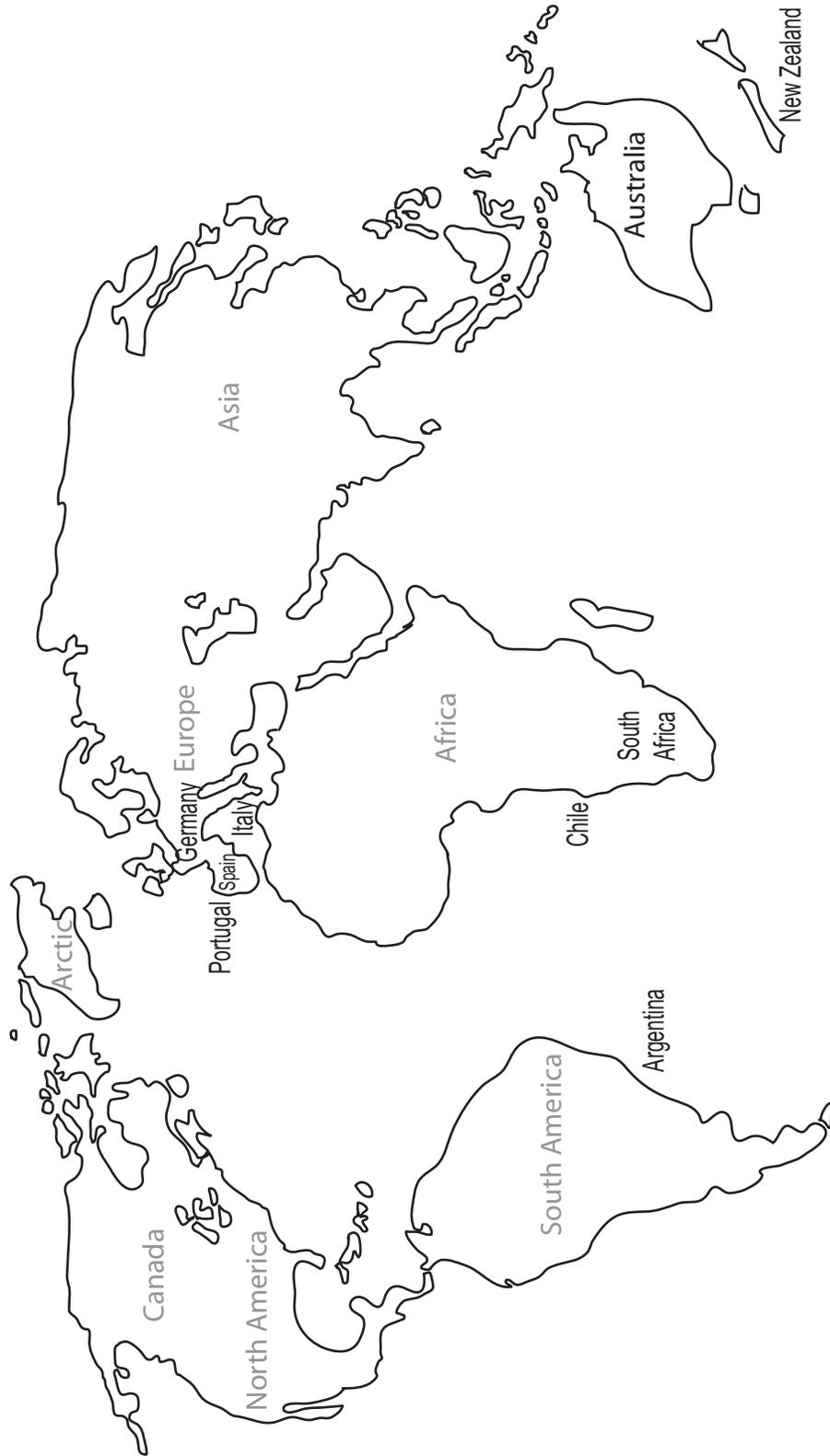


# Italian Wine Regions



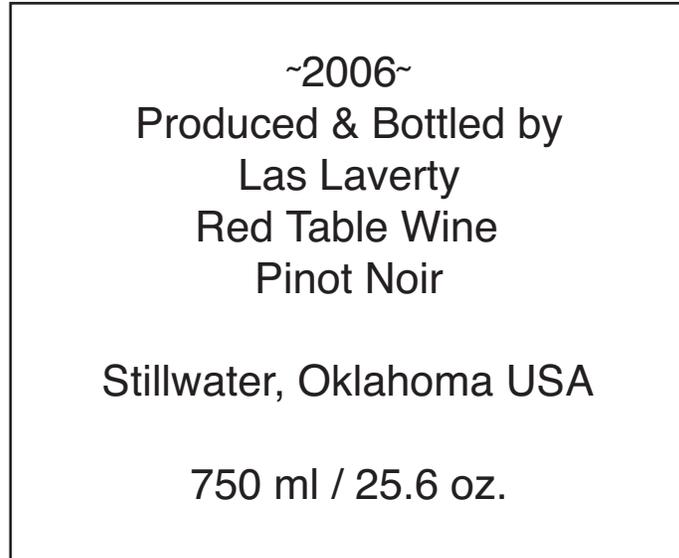


# Other Wine Regions

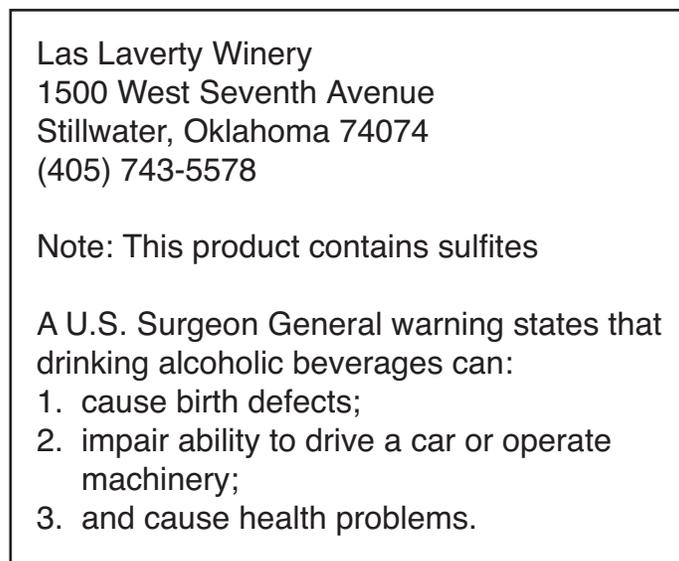




# Parts of a Wine Label



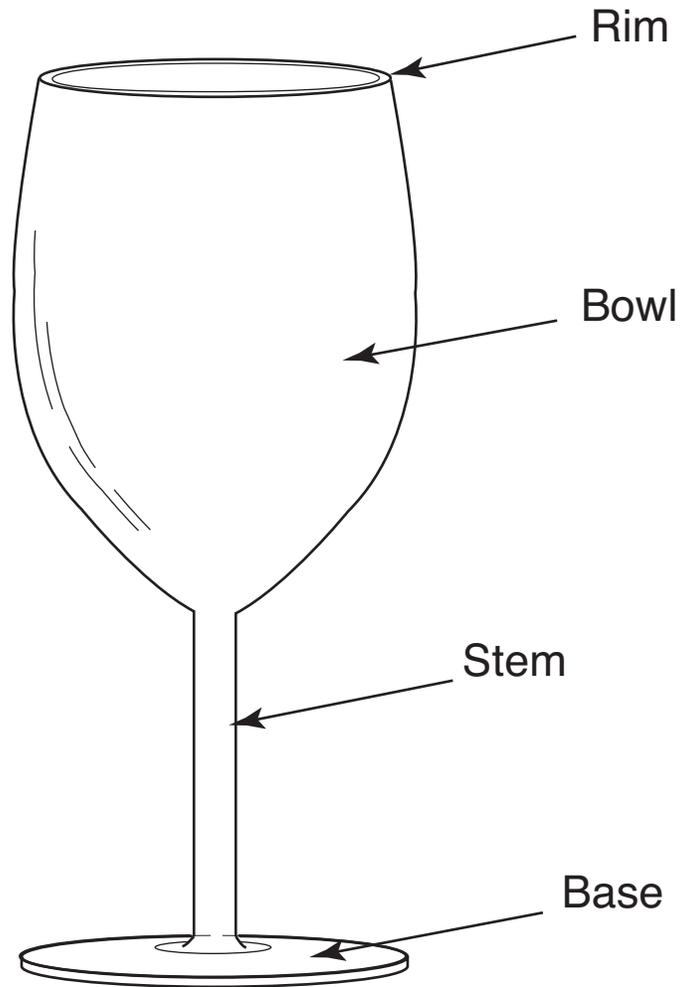
Sample Front Wine Label



Sample Back Wine Label

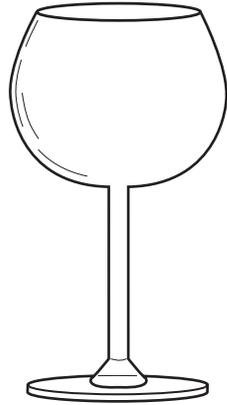


# Parts of a Wine Glass

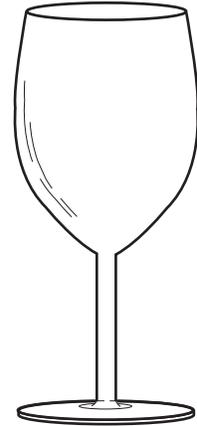




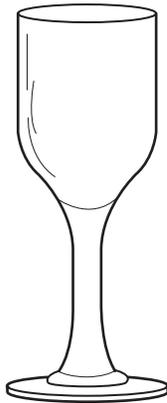
# Wine Glassware



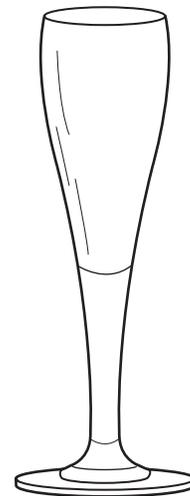
Red Wine Glass



White Wine Glass



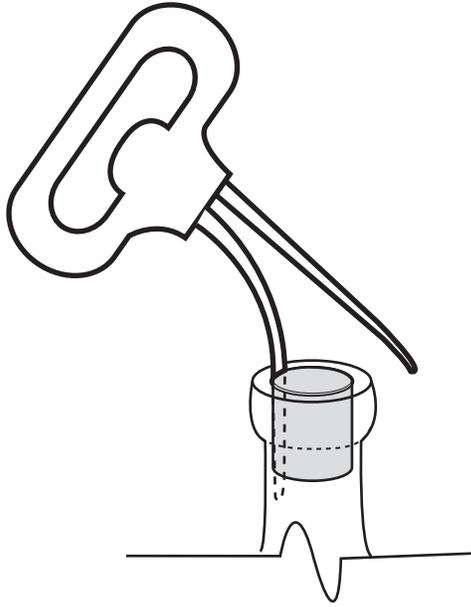
Sweet/Fortified Wine Glass



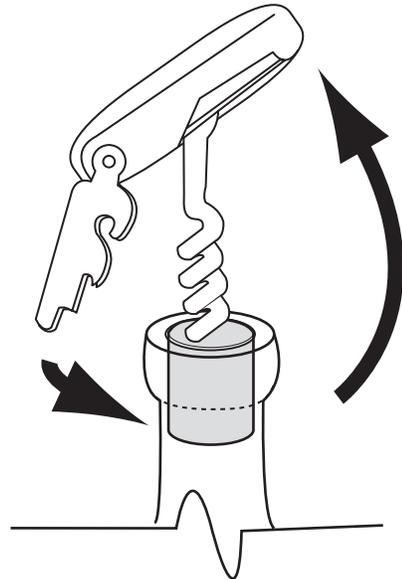
Sparkling Wine Flute



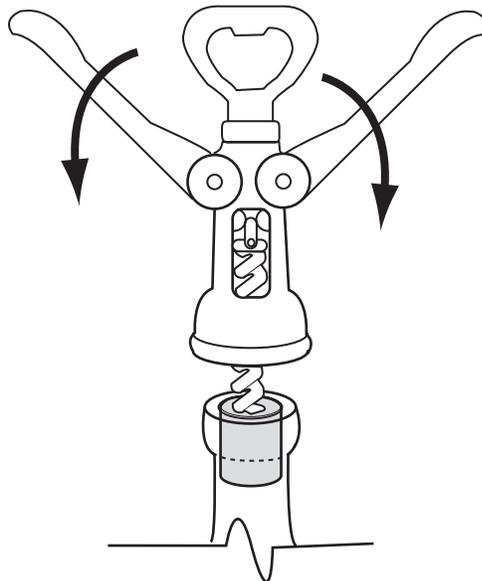
# Corkscrews



Dishonest Butler Corkscrew



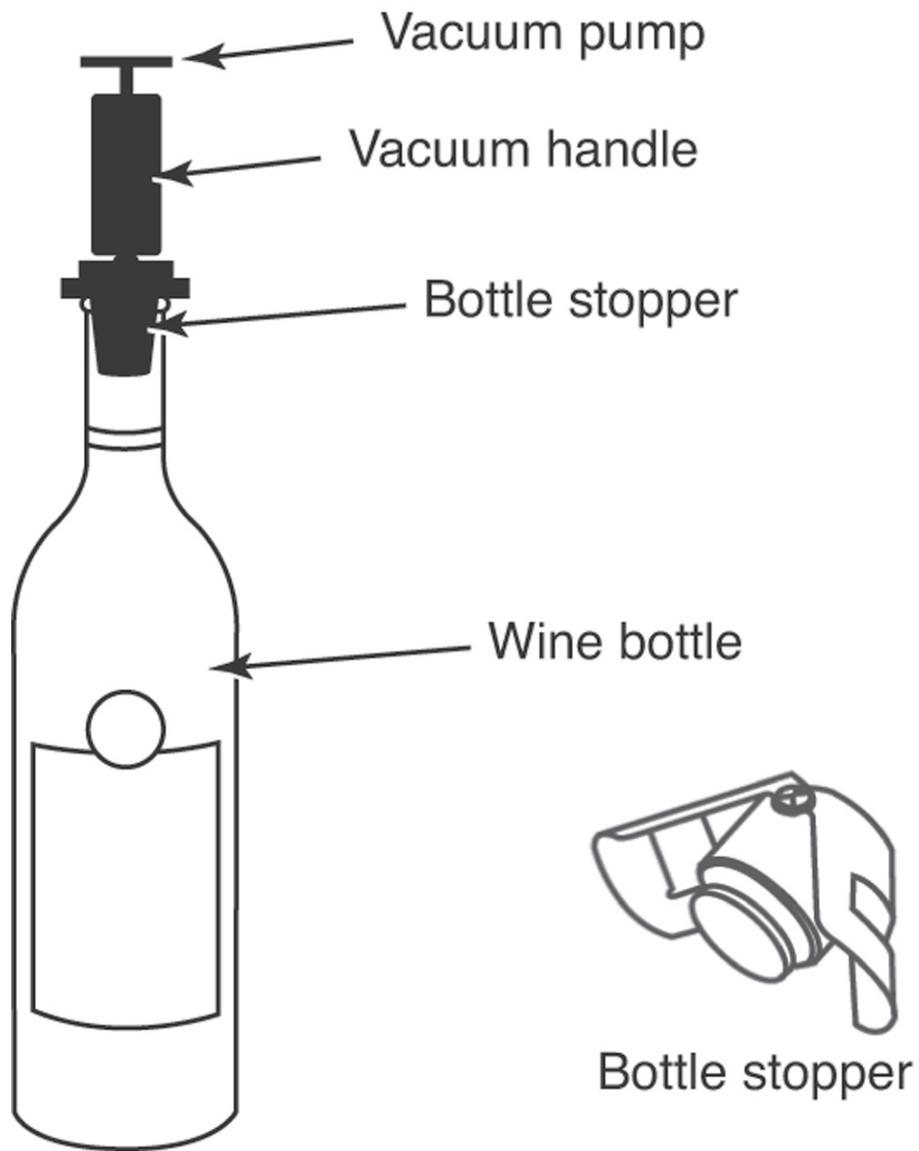
Waiter's Pull Corkscrew



Winglever Corkscrew

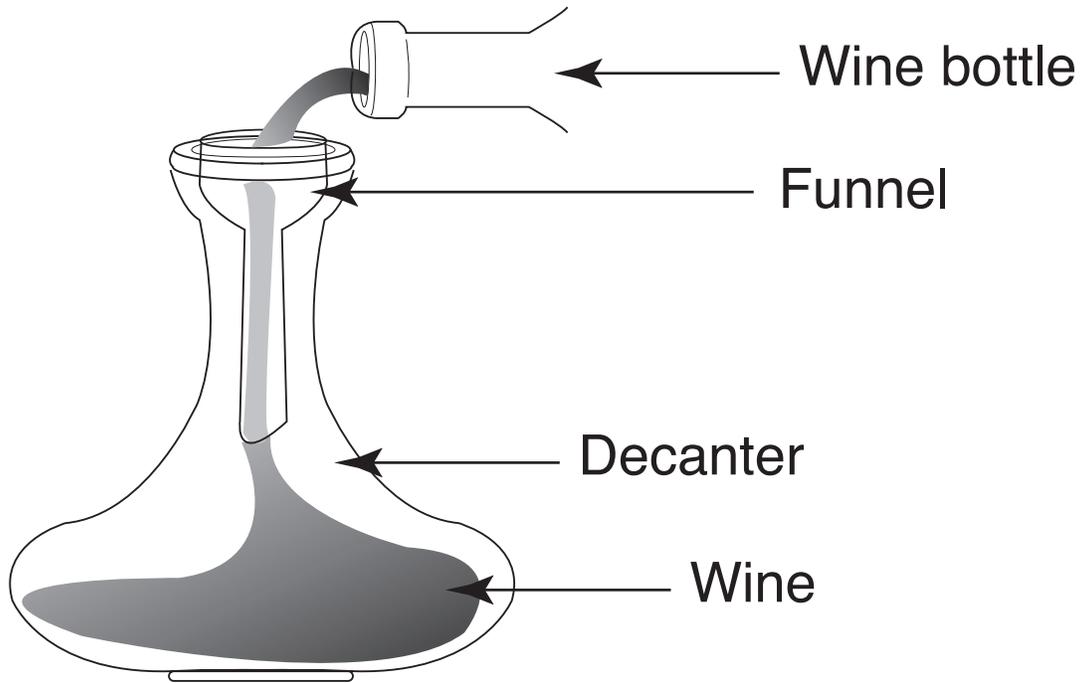


# Wine Vacuum and Stopper





# Decanter





# Champagne Bucket



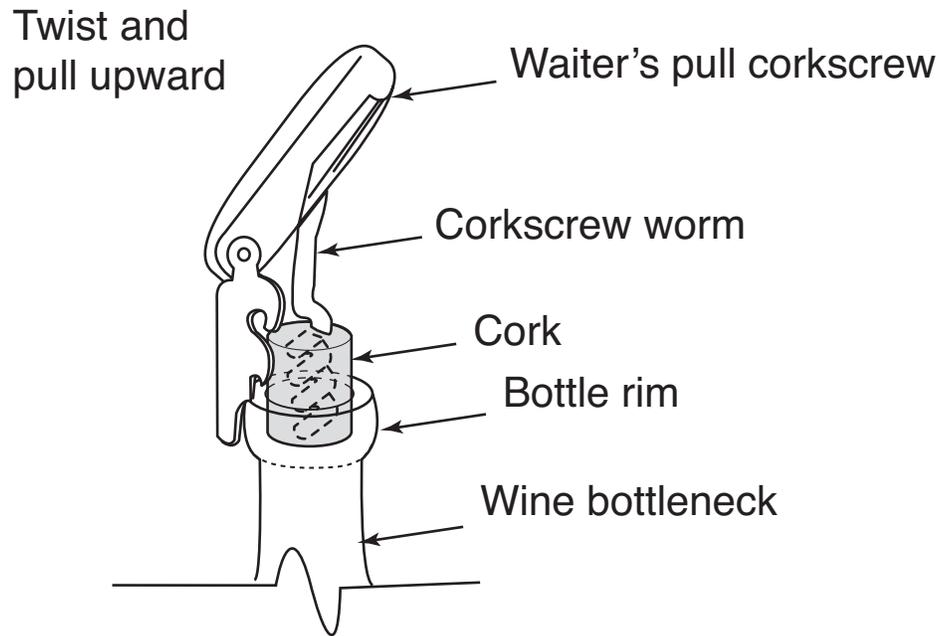


# Foil Cutter



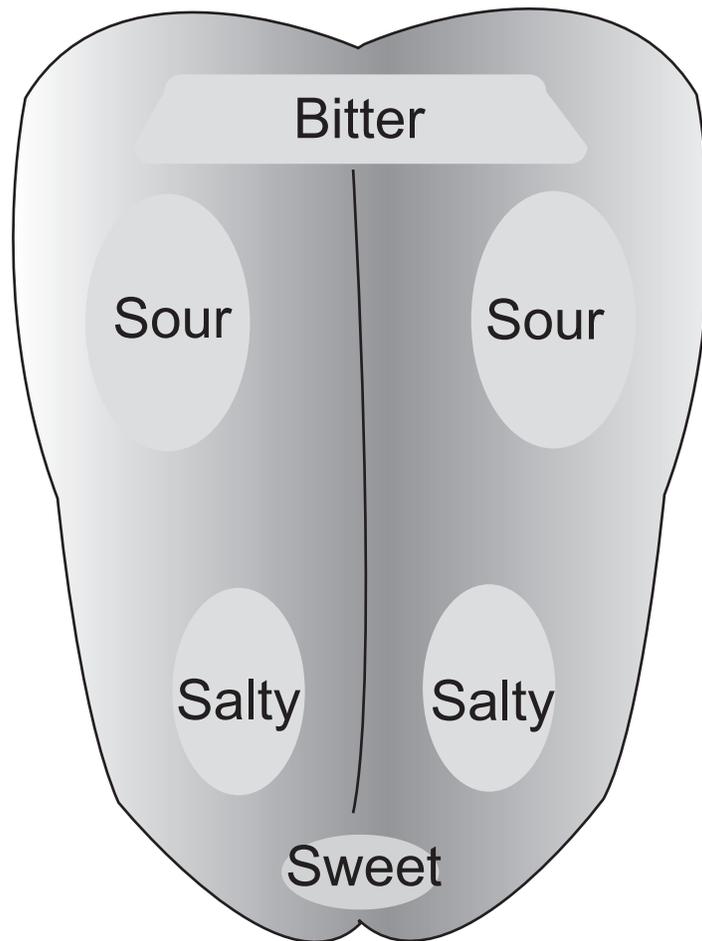


# Cork Removal





# Areas of the Tongue That Detect Taste





# Wines with Specific Flavor Sensations

Flavor Sensation	Red	White
<b>Lighter bodied</b>	Pinot Noir, Beaujolais, White Shiraz, Cabernet Merlot, Gamay	White Merlot, White Zinfandel, Sauvignon Blanc, Riesling, Pinot Gris
<b>Heavier (Full) bodied</b>	Merlot, Zinfandel, Cabernet Sauvignon, Shiraz	Semillon, Viognier, Chardonnay
<b>Sweeter</b>	Cabernet Sauvignon, Lambrusco, Grenache, and dessert wines (Sherry, Port, Madeira, Marsala, Tokay), fortified wines	White Merlot, White Zinfandel, Chardonnay, Chenin Blanc, some Rieslings, Spumante, sparkling wines
<b>Drier</b>	Chianti, Merlot, Cabernet Sauvignon, Shiraz	Chardonnay, Sauvignon Blanc, Riesling, Viognier, Gewurztraminer, Pinot Blanc
<b>Acidic</b>	Nebbiolo, Barbera	Chenin Blanc, Sauvignon Blanc, sparkling wines, Riesling, Pinot Blanc, Semillon, Trebbiano
<b>Bitter</b>	Cabernet Sauvignon, Merlot, Zinfandel, Syrah	Sauvignon Blanc, Garganega, Verdelho
<b>Fruity</b>	Syrah, White Shiraz, Tempranillo, Barbera	Chardonnay, Columbard, Muscat, Viognier, Sauvignon Blanc, Gewurztraminer,
<b>Floral</b>	Beaujolais, Cabernet Franc	Muscat, Gewurztraminer, Riesling
<b>Herbaceous</b>	Cabernet Sauvignon, Cabernet Franc	Sauvignon Blanc
<b>Oak flavor</b>	Barolo, Cabernet Sauvignon	Chardonnay, Sauvignon Blanc, Pinot Gris, Seyval Blanc
<b>Spicy</b>	Syrah/Shiraz, Cabernet Sauvignon, Zinfandel	Some Chardonnays, some Pinot Gris or Pinot Grigios, Gewurztraminer



# Common Food and Wine Pairings

	<b>Pasta or Vegetarian</b>	<b>Chicken, Turkey, Pork</b>	<b>Fish, Seafood</b>	<b>Beef, Lamb, Veal</b>
<b>Red</b>	Pinot Noir, Merlot, Sangiovese, Zinfandel	Pinot Noir, Merlot	Pinot Noir	Merlot, Zinfandel, Cabernet Sauvignon
<b>White</b>	White Zinfandel, Sauvignon Blanc, Chardonnay	White Zinfandel, Sauvignon Blanc, Chardonnay	White Zinfandel, Sauvignon Blanc, Pinot Grigio, Chardonnay	Zinfandel



<b>Unit Contents</b>		
	<b>Teacher Page</b>	
<b>Teacher Edition Components</b>	Suggested Activities . . . . . T 3-3	
	Learning Activities Sheet . . . . . T 3-9	
	Written Test. . . . . T 3-13	
	Written Test—Answer Key . . . . . T 3-23	
	Unit Review . . . . . T 3-33	
	Unit Review—Answer Key . . . . . T 3-41	
	Transparency Masters	
	1—Path of Alcohol Through the Body . . . . . T 3-49	
	2—Initial Alcohol Absorption. . . . . T 3-51	
	3—Alcohol Impairment Charts (Male and Female) . . . . . T 3-53	
4—Alcohol Content of Some Typical Drinks . . . . . T 3-55		
5—State-Issued Identification Card . . . . . T 3-57		
<b>Student Edition Components</b>	<b>Student Guide</b>	
Objective Sheet . . . . .	Page 3-3	
Information Sheet . . . . .	Page 3-5	
<b>Student Worksheets</b>		
* Assignment Sheets		
1—Investigate Local, State, and Federal Alcohol Laws. . . . .	SW 3-1	
2—Troubleshoot Legal Scenarios . . . . .	SW 3-5	
* Job Sheets		
1—Perform an ID Check . . . . .	SW 3-9	
2—Stop Beverage Service to an Intoxicated Customer . . . . .	SW 3-13	
3—Document an Accident Involving an Intoxicated Individual. . . . .	SW 3-15	
4—Document an Accident Involving an Employee . . . . .	SW 3-19	
* Student Worksheets are located in the back of the Student Edition.		



**Suggested Activities****Instructional  
Plan****Preparation**

- Read the unit carefully and plan for instruction.
- Review “Teaching Suggestions.” Plan for classroom activities.
- Plan your presentation to take advantage of student learning styles and to accommodate special needs students.
- Prepare classroom. Put up posters and charts, and display articles and other references related to this unit.
- Obtain films, videotapes/CDs, and other resources to supplement instruction of this unit. See “Suggested Supplemental Resources” for more information.
- For self-paced instruction, review Learning Activities Sheet. Modify as appropriate to include additional activities and/or resources available in your classroom. Make one copy for each student.
- Make acetate transparencies from the Transparency Masters included in this unit. These appear only in the Teacher Edition.
- The Transparency Masters for each Unit of Instruction have also been provided as a PowerPoint® presentation. They may be used “as is” or may be modified by the instructor to include additional information and illustrations.

TM 1—Path of Alcohol Through the Body

TM 2—Initial Alcohol Absorption

TM 3—Alcohol Impairment Charts (Male and Female)

TM 4—Alcohol Content of Some Typical Drinks

TM 5—State-Issued Identification Card

**Delivery and Application***Unit Introduction (self-paced instruction)*

- Provide student with Learning Activities Sheet and Unit of Instruction.
- Review Unit Contents page with student.
- Have the student complete the steps in the Learning Activities Sheet.

## Suggested Activities

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### Unit Introduction (*group instruction*)

- Provide students with Unit of Instruction.
- Discuss the unit and its specific objectives.
- Discuss the Information Sheet. Implement teaching plan to localize, supplement, and personalize the unit. Reinforce basic academic and workplace skills when applicable.
- Discuss the Assignment Sheets. Review with students the criteria for evaluation of these activities.
- Discuss and demonstrate the Job Sheets. Make sure all required tools, equipment, and materials are available. Review with students the criteria for evaluation of these activities and the rating scale that will be used to indicate job performance.

### Teaching Suggestions

- Have students search for and read legal cases involving alcohol service at legal Websites, such as [www.findlaw.com](http://www.findlaw.com).
- Invite a person from your state's alcoholic beverage commission to speak to the class about legal matters and issues that effect servers.
- Have each student look up the number of drinks it takes him or her (according to height and weight) before being considered legally intoxicated.
- Find skits for students to practice turning down beverage service.
- Have each student write a 2-3 page report over the Dram Shop Act, including its history and how it effects servers in your state.
- Find local beverage laws Online that effect your state.
- Invite a local police officer or judge to speak to the class regarding fines and penalties for incorrectly serving alcohol.
- Find a video to show the class regarding the effects of drinking and driving.
- As local law enforcement if they have the "DU Eyes" course, where they provide special glasses and golf carts to simulate drinking and driving.

### Evaluation

- Make copies of the pretest (Written Test). Add or modify test items as needed. The Written Test can serve as both a pretest and a posttest to assist in measuring each student's competency gains.

## Suggested Activities

- Give and evaluate pretest. Modify lesson plan to include additional instruction for those areas where students are deficient.
- Evaluate the Assignment Sheets. Rate the student using the criteria listed on each Assignment Sheet. See “Answers to Assignment Sheets” for correct answers where applicable. If the student’s performance is unacceptable, have the student review the appropriate materials and complete the assignment again.
- Evaluate the Job Sheets. When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in the student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily completed the process step(s) for each checkpoint area. If the student is unable to complete the procedure correctly, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria that are provided as part of the job sheet. If the student’s product is unacceptable, have the student review the materials and submit another product for evaluation.

Two sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

### Sample A

4—**Skilled**—Can perform job with no additional training.

3—**Moderately skilled**—Has performed job during training program; limited additional training may be required.

2—**Limited skill**—Has performed job during training program; additional training is required to develop skill.

1—**Unskilled**—Is familiar with process, but is unable to perform job.

0—**No exposure**—No information or practice provided during training program.

### Sample B

**Yes**—Can perform job with no additional training.

**No**—Is unable to perform job satisfactorily.

- Give and evaluate the posttest.
- Meet individually with students to evaluate their progress through this unit of instruction and indicate to them possible areas of improvement.
- Reteach and retest as required.

## Suggested Activities

### Resources Used in Developing This Unit

### Suggested Supplemental Resources



#### Electronic Media

- Community Alcohol Information Program (CAIP) - [www.nh-dwi.com/caip-210.htm](http://www.nh-dwi.com/caip-210.htm).
- 1.800.DUI.LAWS - [www.1800duilaws.com](http://www.1800duilaws.com).
- Eric Chudler, Ph.D. Director of Education and Outreach. Seattle, WA: University of Washington Engineered Biomaterials (UWEB). <http://faculty.washington.edu/chudler/alco.html>.
- Professor David J. Hanson, Ph.D. Professor Emeritus of Sociology. Used by permission of [www.alcoholinformation.org](http://www.alcoholinformation.org).
- Washington State Department of Labor and Industries. [www.lni.wa.gov/Safety/Basics/Programs/Accident/Samples/RestaurantAPPSample.doc](http://www.lni.wa.gov/Safety/Basics/Programs/Accident/Samples/RestaurantAPPSample.doc).

#### Print Media\*

- American Bar Association. *The American Bar Association Guide to Workplace Law: Everything You Need to Know About Your Rights as an Employee or Employer*. New York, NY: Three Rivers Press. 1997.
- Dorf, Martin E. *Restaurants That Work: Case Studies of the Best in the Industry*. New York, NY: Whitney Library of Design. 1992.
- Joel, Lewin G. III. *Every Employee's Guide to the Law*. New York, NY: Random House. 1996.
- Miller, Jack E. *Food and Beverage Cost Control*. New York, NY: John Wiley and Sons. 2004.
- Sloan, Frank A. and Emily M. Stout, Kathryn Whetten-Goldstein, and Lan Liang. *Drinkers, Drivers, and Bartenders: Balancing Private Choices and Public Accountability*. Chicago, IL: University of Chicago. 2000.

#### Electronic Media

- Alcohol Policy Information System: [www.alcoholpolicy.niaaa.nih.gov/index.asp?SEC=%7B5ADBE6A1-53D5-4D4E-9C7E-0BEF2E35F689%7D&Type=B\\_BASIC](http://www.alcoholpolicy.niaaa.nih.gov/index.asp?SEC=%7B5ADBE6A1-53D5-4D4E-9C7E-0BEF2E35F689%7D&Type=B_BASIC)
- All about the Dram Shop Act: [www.answers.com/topic/dram-shop](http://www.answers.com/topic/dram-shop)
- Current issues concerning beverage laws: [www2.potsdam.edu/hansondj/](http://www2.potsdam.edu/hansondj/)

## Suggested Activities



- History of alcoholic beverage laws:  
[www.partywithcoors.com/a\\_history\\_of\\_alcoholic\\_beverage.htm](http://www.partywithcoors.com/a_history_of_alcoholic_beverage.htm)

\* Website addresses were accurate and all content on referenced Websites was appropriate during development and production of this product. However, Websites sometimes change; MAVCC takes no responsibility for a site's content. The inclusion of a Website does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Websites prior to use.



Prerequisites:  
None

### Learning Activities Sheet

Student Name \_\_\_\_\_

Place a checkmark in the appropriate box as you complete each of the steps below.

- 1. **Take** Pretest (Written Test) provided by instructor. After test has been evaluated, follow instructor's recommendations.
- 2. **Stop** Have your instructor evaluate your performance.
- 3. **Read** Unit Objective Sheet.
- 4. **Study** Information Sheet, Objectives 1 through 4 concerning terminology, alcohol's path through the body, blood alcohol concentration, and alcohol absorption.
- 5. **Research** Online resources to learn more about Blood Alcohol Concentration and absorption. Your instructor will list several Websites on the blanks below. Visit at least two of the following Internet sites:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- 6. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 7. If the evaluation is not satisfactory, repeat steps 4 and 5.
- 7. **Study** Information Sheet, Objectives 5 through 8 concerning alcohol's effect on the brain, levels of intoxication, problems associated with intoxicated guests, and controlling excessive consumption.
- 8. **Do** Job Sheet 1, "Document an Accident Involving an Intoxicated Individual."



**Optional**



## Learning Activities Sheet

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- |                          |                  |  |
|--------------------------|------------------|--|
| <input type="checkbox"/> | 9. <b>Stop</b>   | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 10. If the evaluation is not satisfactory, repeat steps 7 and 8.   |
| <input type="checkbox"/> | 10. <b>Study</b> | Information Sheet, Objective 9 concerning identification cards.  |
| <input type="checkbox"/> | 11. <b>Do</b>    | Job Sheet 2, "Perform an ID Check."  |
| <input type="checkbox"/> | 12. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 13. If the evaluation is not satisfactory, repeat steps 10 and 11. |
| <input type="checkbox"/> | 13. <b>Study</b> | Information Sheet, Objectives 10 and 11 concerning the Dram Shop Act and the legal sale of alcohol to guests.  |
| <input type="checkbox"/> | 14. <b>Do</b>    | Job Sheet 3, "Stop Beverage Service to an Intoxicated Customer."   |
| <input type="checkbox"/> | 15. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 16. If the evaluation is not satisfactory, repeat steps 13 and 14. |
| <input type="checkbox"/> | 16. <b>Study</b> | Information Sheet, Objective 12 concerning the legal drinking age.   |
| <input type="checkbox"/> | 17. <b>Do</b>    | Assignment Sheet 1, "Troubleshoot a Legal Scenario."   |
| <input type="checkbox"/> | 18. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 19. If the evaluation is not satisfactory, repeat steps 16 and 17. |
| <input type="checkbox"/> | 19. <b>Study</b> | Information Sheet, Objective 13 concerning alcohol service guidelines.   |
| <input type="checkbox"/> | 20. <b>Do</b>    | Job Sheet 4, "Document an Accident Involving an Employee."   |
| <input type="checkbox"/> | 21. <b>Stop</b>  | Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 22. If the evaluation is not satisfactory, repeat steps 19 and 20. |
| <input type="checkbox"/> | 22. <b>Study</b> | Information Sheet, Objective 14 concerning laws that vary by state.  |

## Learning Activities Sheet

- 23. **Do** Assignment Sheet 2, “Investigate Local Beverage Laws.”
- 24. **Stop** Have your instructor evaluate your performance. If the evaluation is satisfactory, continue to step 25. If the evaluation is not satisfactory, repeat steps 22 and 23.
- 25. **Take** Posttest (Written Test) provided by your instructor.
- 26. **Check** With instructor for any additional assignments to be completed.
- 27. **Do** Additional assignments to be completed.  

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- 28. **Take** Unit Review
- 29. **Stop** Have your instructor evaluate your performance. Follow your instructor’s recommendations for reviewing any of the above Learning Activities.
- 30. **Stop** Have your instructor evaluate your performance on this unit by compiling your scores on the Assignment and Job Sheets, Written Test, and Unit Review. If the evaluation is satisfactory, proceed to the next Unit of Instruction. If the evaluation is unsatisfactory, contact your instructor for recommendations.

\*Permission to duplicate this form is granted.



## Written Test

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

## Objective 1

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided.

- |                                |                     |
|--------------------------------|---------------------|
| 1. Blood Alcohol Concentration | 6. Impairment       |
| 2. Dehydrated                  | 7. Inhibitions      |
| 3. Dilutes                     | 8. Lawsuit          |
| 4. Esophagus                   | 9. Liability        |
| 5. Expired                     | 10. Small intestine |

- \_\_\_\_\_ a. Part of the intestine between the stomach and large intestine that digests food and absorbs nutrients
- \_\_\_\_\_ b. Mental state caused by the influence of drugs, alcohol, or mental illness where a person's faculties are lessened to the point where he or shee cannot function in a normal capacity
- \_\_\_\_\_ c. Disagreement between two parties (or people) that is taken to a court for a judge to decide which party is liable for any damages incurred
- \_\_\_\_\_ d. Concentration of alcohol contained in a person's blood; measured by grams of alcohol in one milliliter of blood, discussed as a percentage
- \_\_\_\_\_ e. Making a substance weaker or thinner by adding water
- \_\_\_\_\_ f. Card that is no longer valid because the current date is older than the expiration date listed on the card
- \_\_\_\_\_ g. Party or person responsible for damages or costs incurred
- \_\_\_\_\_ h. Body organ that serves as a tube to carry food from the mouth to the digestive system
- \_\_\_\_\_ i. Feelings that prevent a person from acting spontaneously or speaking their mind freely
- \_\_\_\_\_ j. State where the human body is lacking the needed amount of water in bodily fluids

## Written Test

### Objective 2

Select true statements regarding the path of alcohol in the body by placing an "X" on the lines next to the true statements.

- \_\_\_\_\_ a. As alcohol travels through the body, it effects many organs and body systems.
- \_\_\_\_\_ b. Alcohol is consumed through the mouth and travels from the stomach directly to the esophagus.
- \_\_\_\_\_ c. The digestion of alcohol begins in the stomach and small intestine.
- \_\_\_\_\_ d. After digestion has occurred, all unabsorbed alcohol travels from the stomach directly to the bloodstream.
- \_\_\_\_\_ e. The heart is an organ that does not absorb alcohol.
- \_\_\_\_\_ f. Once in the bloodstream, the heart pumps alcohol throughout the body.
- \_\_\_\_\_ g. The organs process alcohol so it can be eliminated.
- \_\_\_\_\_ h. The small intestine filters alcohol from the bloodstream, and all waste leaves the body through the breath.
- \_\_\_\_\_ i. The lungs exhale alcohol from the body with each breath.
- \_\_\_\_\_ j. The liver breaks about 10 percent of alcohol in the blood into acetic acid.
- \_\_\_\_\_ k. Alcohol's effects continue until all is eliminated from the body.
- \_\_\_\_\_ l. Two to 10 percent of alcohol left in the body is eventually eliminated through the breath, blood, urine, sweat, feces, saliva, and/or breast milk.
- \_\_\_\_\_ m. Drinking caffeine speeds up the process of alcohol elimination.
- \_\_\_\_\_ n. Blood Alcohol Concentration (BAC) lowers at a rate of about 0.015 per hour.

### Objective 3

Circle the term that best completes the statement regarding Blood Alcohol Concentration.

- a. "BAC" stands for Blood Alcohol (**Concentration, Content**).
- b. The amount of (**alcohol, water**) in the blood is often used as evidence at crime scenes.

Objective 4

- c. A breath test requires the individual in question to have (**blood, breath**) analyzed.
  - d. A blood test requires the individual in question to have (**blood, breath**) analyzed.
  - e. A urine test requires the individual in question to have (**breath, urine**).
  - f. The BAC indicates a (**fraction, whole number**) of alcohol present in the blood.
  - g. BAC (**decreases, increases**) with alcohol consumption.
  - h. The (**less, more**) a person drinks, the more alcohol will be present in the bloodstream.
  - i. As a person digests alcohol, the BAC (**lowers, raises**).
  - j. Typically, (**females, males**) have a higher percentage of water weight.
  - k. A standard drink is one (**8 oz., 12 oz.**) beer.
  - l. If drinking liquor, one standard drink consists of 1.5 oz. of (**50, 80**) proof liquor.
  - m. Five ounces of wine is considered (**one, two**) standard serving(s).
- Circle the term that best completes the statement regarding alcohol absorption factors.
- a. The more a person weighs, the (**less, more**) he or she will be affected by alcohol.
  - b. A person with a muscular body composition will be (**less, more**) affected by alcohol.
  - c. Amount of food eaten can determine how quickly alcohol moves through the (**digestive tract, heart**).
  - d. Women typically have more (**body fat, muscle**) than men, causing them to have a higher BAC for the same amount of alcohol.
  - e. Drinking without food in the stomach causes the person to become intoxicated at a (**faster, slower**) rate.
  - f. Carbohydrates digest (**quickly, slowly**), allowing more absorption by alcohol in the stomach.
  - g. Drug interactions (**can, cannot**) affect alcohol absorption.

## Written Test

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- h. Some medications (**decrease, increase**) the intoxicating effects of alcohol.
- i. Only people in (**bad, good**) health should consume alcohol.
- j. Sick people are often dehydrated, causing their body to have (**less, more**) water than usual.
- k. Type of alcohol consumed is not as important as (**quality, quantity**) consumed.

### Objective 5

Match the effects of alcohol with their parts of the brain by writing an “C” for Cerebellum, “H” for Hypothalamus/Pituitary Gland, “L” for Limbic System, “M” for Medulla, and “X” for Cerebral Cortex on the line next to the corresponding numbers on the blanks provided.

- \_\_\_\_\_ a. Coordinates muscle movement
- \_\_\_\_\_ b. Decreases sexual performance
- \_\_\_\_\_ c. Increased self confidence
- \_\_\_\_\_ d. Controls memory and emotions
- \_\_\_\_\_ e. Slowed or stopped breathing
- \_\_\_\_\_ f. Fewer social inhibitions
- \_\_\_\_\_ g. Loss of memory
- \_\_\_\_\_ h. Unconsciousness
- \_\_\_\_\_ i. Loss of balance
- \_\_\_\_\_ j. Increases kidney production of urine

### Objective 6

Rank the levels of intoxication by placing a “S” for Small, “M” for Medium, and “L” for Large amounts of alcohol on the corresponding lines.

- \_\_\_\_\_ 1. Breathing problems
- \_\_\_\_\_ 2. Relaxation
- \_\_\_\_\_ 3. Increased drowsiness
- \_\_\_\_\_ 4. Slowed reflexes
- \_\_\_\_\_ 5. Coma
- \_\_\_\_\_ 6. Vomiting

**Objective 7**

- 7. Altered emotions
- 8. Slurred speech
- 9. Lowered inhibitions

Select true statements regarding problems associated with intoxicated guests by placing an “X” on the lines next to the true statements.

- a. Intoxicated guests present a liability in restaurants and bars.
- b. Guests that are drinking alcohol are less likely to cause an accident.
- c. The serving establishment can be held responsible for damages incurred by intoxicated guests.
- d. Servers cannot be held responsible for damages incurred by intoxicated guests.
- e. Damages can result in a lawsuit because a server didn’t stop serving alcohol to a guest.
- f. If a server does not stop serving an intoxicated guest alcoholic drinks, it is likely the guest will become drunker.
- g. Intoxicated guests rarely harm themselves.
- h. Intoxicated guests are likely to harm other guests.
- i. Domestic violence and assault charges can stem from overuse of alcohol.

**Objective 8**

Circle the term that best completes the statements regarding controlling excessive alcohol consumption.

- a. Have a (**thorough, weak**) knowledge of company policy involving alcoholic beverages and the number of drinks to serve.
- b. To control alcohol over-consumption, count the number of (**appetizers, drinks**) served to customers, either mentally or by checking their ticket.
- c. Work with other (**guests, servers**) to keep accurate drink counts.
- d. Engage in some friendly (**conversation, flirting**) with customers to see if they’ve had too much to drink.
- e. If a customer is drinking alcoholic beverages too quickly, then (**slow down, speed up**) your service.

## Written Test

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### Objective 9

- f. Do not serve the guest another drink until he has (**finished, started**) the one at his table.
- g. Serve (**beer, water**) with shots of alcohol.
- h. Remove empty glassware (**after, before**) serving new drinks.
- i. Have (**Bloody Marys, coffee**) available for customers to drink in order to sober up.
- j. When in doubt as to whether or not to serve another drink, (**do, don't**) serve the customer any more alcohol.

Circle the term that best completes the statement regarding identification cards.

- a. There are hefty (**finest, taxes**) associated with serving alcohol to underage drinkers.
- b. It is important to verify a person is (**old, smart**) enough to purchase alcohol.
- c. A picture identification card with a (**birth date, social security number**) must be checked before serving alcohol.
- d. Underage drinkers will often try to present a (**fake, real**) identification card to obtain access to alcohol.
- e. A fake identification card usually resembles a state (**driver's, worker's**) license.
- f. Establishments (**may, may not**) accept passports, military ID's, and state issued identification cards as acceptable forms of identification.
- g. To spot a fake, the person checking the card should be familiar with the (**non-standard, standard**) card.
- h. On a standard issued identification card, the placement of the photograph (**is, is not**) in the same place.
- i. The photograph on a fake identification card (**is, is not**) usually easy to spot.
- j. A photograph that is (**blurred, clear**) is usually a fake.
- k. It is (**acceptable, unacceptable**) for a person to wear a hat or sunglasses in a photograph.

**Objective 10**

Select true statements regarding the Dram Shop Act by placing an “X” on the lines next to the true statements.

- a. In the 18th century in England, a spoonful of gin was called a “dram.”
- b. A Dram Shop is a retailer that offers alcohol.
- c. The Dram Shop Act holds customers responsible for any harm they cause.
- d. Harm caused by intoxicated guests includes injury, death, or other damages.
- e. Dram Shop Laws are identical across the United States.
- f. The retailer/employee of the retailer must be proven to have known the individual was intoxicated and a danger to others before being liable.
- g. Dram Shop Act forces many alcohol retailers to train their employees as to when to stop serving guests alcohol.

**Objective 11**

Select true statements regarding the legal sale of alcohol by placing an “X” on the lines next to the true statements.

- a. Article XXI of the United States Constitution give each state the right to regulate alcohol distribution and sale.
- b. All towns have the same local ordinances and law enforcement regulations regarding the consumption and sale of alcohol.
- c. Foodservice establishments rarely keep employees aware of current events regarding the sale of alcohol to minors.
- d. If a person under the age of 21 is caught with alcohol by law enforcement officials, he or she can face a fine or penalty.
- e. It is against the law to misrepresent your identity with a fake identification card.
- f. Law enforcement officials are allowed to make “surprise” check-ups on foodservice establishments to make sure they are enforcing alcohol sale regulations.
- g. When presented with a fake identification card, it is the servers’ responsibility to refuse service.
- h. In all establishments, a server must retain any fake identification card presented and destroy it.

## Written Test

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### Objective 12

- \_\_\_\_\_ i. Alcohol is never sold off-premises of an establishment.
- \_\_\_\_\_ j. Sale of alcohol varies by state with regard to hours and days of the week.

Circle the term that best completes the statement regarding legal drinking age.

- a. Legal drinking age lower limit varies across the world, from ages 0-21, but most counties allow (**14, 18**) year-olds to drink alcohol.
- b. The United States Minimum Drinking Age Act of 1984 required all states to raise their minimum purchase and public possession of alcohol age to (**18, 21**).
- c. The law prohibits purchase and public possession of alcohol by minors, and some states (**do, do not**) prohibit them from drinking alcohol.
- d. With parental consent or presence, some states (**do, do not**) permit minors to consume alcohol under special circumstances.
- e. In most states, a student (**may, may not**) complete the alcoholic beverage course if under the age of 21 years.
- f. If prescribed and administered by a licensed medical professional, alcohol (**may, may not**) be consumed for medicinal purposes.
- g. While being employed by a licensed alcohol manufacturer, wholesaler, or retailer, it (**is, is not**) legally acceptable to consume alcohol on the job.

### Objective 13

Select true statements regarding alcohol service guidelines by placing an "X" on the lines next to the true statements.

- \_\_\_\_\_ a. Some states allow 18 year-olds to be bartenders/servers.
- \_\_\_\_\_ b. All states require a minimum age of 21 for an employee to handle alcohol for a bar or restaurant.
- \_\_\_\_\_ c. It is okay for a server to have a shot or alcohol while on the clock.
- \_\_\_\_\_ d. It is against health regulations for a server to have a shot while working.
- \_\_\_\_\_ e. A server that imbibes on alcohol while on the clock increases their liability in the event of an emergency or accident.
- \_\_\_\_\_ f. If a person looks old enough to drink, he or she probably is old enough to legally drink.

**Objective 14**

- g. If a person presents a fake identification card, it is still okay to pretend the card is a real one “because they presented ID.”
- h. If an intoxicated person orders another drink, the server should refuse service.
- i. All 50 states and the District of Columbia have drinking and driving laws.
- j. Across the board, all states define it as a crime to drive with a Blood Alcohol Concentration (BAC) at or over 0.08.
- k. Each server needs to have the appropriate state issued, mandatory server’s license to enter the bar area or serve alcohol.

Identify laws that vary by state by placing an “X” on the lines next to the ones that vary from state to state.

- a. Licensing age to serve alcohol
- b. Liquor license requirements for the place of employment
- c. Alcohol taxation
- d. Regulations regarding point of beer or proof of liquor sold
- e. Fines for selling alcohol to minors
- f. Drinking age in a restaurant by minors in terms of guardian consent or presence
- g. Personal liability associated with service of alcohol to intoxicated individuals
- h. Possession of alcohol by a person under the age of 21
- i. Public intoxication levels
- j. Open container in public or a vehicle
- k. Possession of false identification of age
- l. Keg registration requirements

**\*Permission to duplicate this test is granted.**



## Written Test—Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

## Objective 1

Match the terms with their correct definitions. Write the corresponding numbers on the blanks provided.

- |                                |                     |
|--------------------------------|---------------------|
| 1. Blood Alcohol Concentration | 6. Impairment       |
| 2. Dehydrated                  | 7. Inhibitions      |
| 3. Dilutes                     | 8. Lawsuit          |
| 4. Esophagus                   | 9. Liability        |
| 5. Expired                     | 10. Small intestine |

- 10 a. Part of the intestine between the stomach and large intestine that digests food and absorbs nutrients
- 6 b. Mental state caused by the influence of drugs, alcohol, or mental illness where a person's faculties are lessened to the point where he or shee cannot function in a normal capacity
- 8 c. Disagreement between two parties (or people) that is taken to a court for a judge to decide which party is liable for any damages incurred
- 1 d. Concentration of alcohol contained in a person's blood; measured by grams of alcohol in one milliliter of blood, discussed as a percentage
- 3 e. Making a substance weaker or thinner by adding water
- 5 f. Card that is no longer valid because the current date is older than the expiration date listed on the card
- 9 g. Party or person responsible for damages or costs incurred
- 4 h. Body organ that serves as a tube to carry food from the mouth to the digestive system
- 7 i. Feelings that prevent a person from acting spontaneously or speaking their mind freely
- 2 j. State where the human body is lacking the needed amount of water in bodily fluids

## Written Test—Answer Key

---

### Objective 2

Select true statements regarding the path of alcohol in the body by placing an “X” on the lines next to the true statements.

- a. As alcohol travels through the body, it affects many organs and body systems.
- b. Alcohol is consumed through the mouth and travels to the esophagus.
- c. The digestion of alcohol begins in the stomach and small intestine.
- d. After digestion has occurred, all unabsorbed alcohol travels from the stomach directly to the bloodstream.
- e. The heart is an organ that does not absorb alcohol.
- f. Once in the bloodstream, the heart pumps alcohol throughout the body.
- g. The organs process alcohol so it can be eliminated.
- h. The small intestine filters alcohol from the bloodstream, and all waste leaves the body through the breath.
- i. The lungs exhale alcohol from the body with each breath.
- j. The liver breaks about 10 percent of alcohol in the blood into acetic acid.
- k. Alcohol’s effects continue until all is eliminated from the body.
- l. Two to 10 percent of alcohol left in the body is eventually eliminated through the breath, blood, urine, sweat, feces, saliva, and/or breast milk.
- m. Drinking caffeine speeds up the process of alcohol elimination.
- n. Blood Alcohol Concentration (BAC) lowers at a rate of about 0.015 per hour.

### Objective 3

Circle the term that best completes the statement regarding Blood Alcohol Concentration.

- a. “BAC” stands for Blood Alcohol (**Concentration**, Content).
- b. The amount of (**alcohol**, water) in the blood is often used as evidence at crime scenes.

## Written Test—Answer Key

### Objective 4

- c. A breath test requires the individual in question to have (blood, **breath**) analyzed.
  - d. A blood test requires the individual in question to have (**blood**, breath) analyzed.
  - e. A urine test requires the individual in question to have (breath, **urine**).
  - f. The BAC indicates a (**fraction**, whole number) of alcohol present in the blood.
  - g. BAC (decreases, **increases**) with alcohol consumption.
  - h. The (less, **more**) a person drinks, the more alcohol will be present in the bloodstream.
  - i. As a person digests alcohol, the BAC (**lowers**, raises).
  - j. Typically, (**females**, males) have a higher percentage of water weight.
  - k. A standard drink is one (8 oz., **12 oz.**) beer.
  - l. If drinking liquor, one standard drink consists of 1.5 oz. of (50, **80**) proof liquor.
  - m. Five ounces of wine is considered (**one**, two) standard serving(s).
- Circle the term that best completes the statement regarding alcohol absorption factors.
- a. The more a person weighs, the (**less**, more) he or she will be affected by alcohol.
  - b. A person with a muscular body composition will be (**less**, more) affected by alcohol.
  - c. Amount of food eaten can determine how quickly alcohol moves through the (**digestive tract**, heart).
  - d. Women typically have more (**body fat**, muscle) than men, causing them to have a higher BAC for the same amount of alcohol.
  - e. Drinking without food in the stomach causes the person to become intoxicated at a (**faster**, slower) rate.
  - f. Carbohydrates digest (**quickly**, slowly), allowing more absorption by alcohol in the stomach.
  - g. Drug interactions (**can**, cannot) affect alcohol absorption.

## Written Test—Answer Key

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### Objective 5

- h. Some medications (decrease, **increase**) the intoxicating effects of alcohol.
- i. Only people in (bad, **good**) health should consume alcohol.
- j. Sick people are often dehydrated, causing their body to have (**less**, more) water than usual.
- k. Type of alcohol consumed is not as important as (quality, **quantity**) consumed.

Match the effects of alcohol with their parts of the brain by writing an “C” for Cerebellum, “H” for Hypothalamus/Pituitary Gland, “L” for Limbic System, “M” for Medulla, and “X” for Cerebral Cortex on the line next to the corresponding numbers on the blanks provided.

- C**   a. Coordinates muscle movement
- H**   b. Decreases sexual performance
- X**   c. Increased self confidence
- L**   d. Controls memory and emotions
- M**   e. Slowed or stopped breathing
- X**   f. Fewer social inhibitions
- L**   g. Loss of memory
- M**   h. Unconsciousness
- C**   i. Loss of balance
- H**   j. Increases kidney production of urine

### Objective 6

Rank the levels of intoxication by placing a “S” for Small, “M” for Medium, and “L” for Large amounts of alcohol on the corresponding lines.

- L**   1. Breathing problems
- S**   2. Relaxation
- M**   3. Increased drowsiness
- S**   4. Slowed reflexes
- L**   5. Coma
- L**   6. Vomiting

## Written Test—Answer Key

### Objective 7

  M   7. Altered emotions

  M   8. Slurred speech

  S   9. Lowered inhibitions

Select true statements regarding problems associated with intoxicated guests by placing an “X” on the lines next to the true statements.

  X   a. Intoxicated guests present a liability in restaurants and bars.

       b. Guests that are drinking alcohol are less likely to cause an accident.

  X   c. The serving establishment can be held responsible for damages incurred by intoxicated guests.

       d. Servers cannot be held responsible for damages incurred by intoxicated guests.

  X   e. Damages can result in a lawsuit because a server didn’t stop serving alcohol to a guest.

  X   f. If a server does not stop serving an intoxicated guest alcoholic drinks, it is likely the guest will become drunker.

       g. Intoxicated guests rarely harm themselves.

  X   h. Intoxicated guests are likely to harm other guests.

  X   i. Domestic violence and assault charges can stem from overuse of alcohol.

### Objective 8

Circle the term that best completes the statements regarding controlling excessive alcohol consumption.

a. Have a (**thorough**, weak) knowledge of company policy involving alcoholic beverages and the number of drinks to serve.

b. To control alcohol over-consumption, count the number of (appetizers, **drinks**) served to customers, either mentally or by checking their ticket.

c. Work with other (guests, **servers**) to keep accurate drink counts.

d. Engage in some friendly (**conversation**, flirting) with customers to see if they’ve had too much to drink.

e. If a customer is drinking alcoholic beverages too quickly, then (**slow down**, speed up) your service.

## Written Test—Answer Key

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### Objective 9

- f. Do not serve the guest another drink until he has (**finished**, started) the one at his table.
- g. Serve (beer, **water**) with shots of alcohol.
- h. Remove empty glassware (after, **before**) serving new drinks.
- i. Have (Bloody Mary's, **coffee**) available for customers to drink in order to sober up.
- j. When in doubt as to whether or not to serve another drink, (do, **don't**) serve the customer any more alcohol.

Circle the term that best completes the statement regarding identification cards.

- a. There are hefty (**fines**, taxes) associated with serving alcohol to underage drinkers.
- b. It is important to verify a person is (**old**, smart) enough to purchase alcohol.
- c. A picture identification card with a (**birth date**, social security number) must be checked before serving alcohol.
- d. Underage drinkers will often try to present a (**fake**, real) identification card to obtain access to alcohol.
- e. A fake identification card usually resembles a state (**driver's**, worker's) license.
- f. Establishments (**may**, may not) accept passports, military ID's, and state issued identification cards as acceptable forms of identification.
- g. To spot a fake, the person checking the card should be familiar with the (non-standard, **standard**) card.
- h. On a standard issued identification card, the placement of the photograph (**is**, is not) in the same place.
- i. The photograph on a fake identification card (**is**, is not) usually easy to spot.
- j. A photograph that is (**blurred**, clear) is usually a fake.
- k. It is (acceptable, **unacceptable**) for a person to wear a hat or sunglasses in a photograph.

## Written Test—Answer Key

### Objective 10

Select true statements regarding the Dram Shop Act by placing an “X” on the lines next to the true statements.

- a. In the 18th century in England, a spoonful of gin was called a “dram.”
- b. A Dram Shop is a retailer that offers alcohol.
- c. The Dram Shop Act holds customers responsible for any harm they cause.
- d. Harm caused by intoxicated guests includes injury, death, or other damages.
- e. Dram Shop Laws are identical across the United States.
- f. The retailer/employee of the retailer must be proven to have known the individual was intoxicated and a danger to others before being liable.
- g. Dram Shop Act forces many alcohol retailers to train their employees as to when to stop serving guests alcohol.

### Objective 11

Select true statements regarding the legal sale of alcohol by placing an “X” on the lines next to the true statements.

- a. Article XXI of the United States Constitution give each state the right to regulate alcohol distribution and sale.
- b. All towns have the same local ordinances and law enforcement regulations regarding the consumption and sale of alcohol.
- c. Foodservice establishments rarely keep employees aware of current events regarding the sale of alcohol to minors.
- d. If a person under the age of 21 is caught with alcohol by law enforcement officials, he or she can face a fine or penalty.
- e. It is against the law to misrepresent your identity with a fake identification card.
- f. Law enforcement officials are allowed to make “surprise” check-ups on foodservice establishments to make sure they are enforcing alcohol sale regulations.
- g. When presented with a fake identification card, it is the servers’ responsibility to refuse service.
- h. In all establishments, a server must retain any fake identification card presented and destroy it.

## Written Test—Answer Key

---

### Objective 12

- \_\_\_\_\_ i. Alcohol is never sold off-premises of an establishment.
- X**   j. Sale of alcohol varies by state with regard to hours and days of the week.

Circle the term that best completes the statement regarding legal drinking age.

- a. Legal drinking age lower limit varies across the world, from ages 0-21, but most counties allow (14, **18**) year-olds to drink alcohol.
- b. The United States Minimum Drinking Age Act of 1984 required all states to raise their minimum purchase and public possession of alcohol age to (18, **21**).
- c. The law prohibits purchase and public possession of alcohol by minors, and some states (do, **do not**) prohibit them from drinking alcohol.
- d. With parental consent or presence, some states (**do**, do not) permit minors to consume alcohol under special circumstances.
- e. In most states, a student (**may**, may not) complete the alcoholic beverage course if under the age of 21 years.
- f. If prescribed and administered by a licensed medical professional, alcohol (**may**, may not) be consumed for medicinal purposes.
- g. While being employed by a licensed alcohol manufacturer, wholesaler, or retailer, it (**is**, is not) legally acceptable to consume alcohol on the job.

### Objective 13

Select true statements regarding alcohol service guidelines by placing an “X” on the lines next to the true statements.

- X**   a. Some states allow 18 year-olds to be bartenders/servers.
- \_\_\_\_\_ b. All states require a minimum age of 21 for an employee to handle alcohol for a bar or restaurant.
- \_\_\_\_\_ c. It is okay for a server to have a shot or alcohol while on the clock.
- X**   d. It is against health regulations for a server to have a shot while working.
- X**   e. A server that imbibes on alcohol while on the clock increases their liability in the event of an emergency or accident.
- \_\_\_\_\_ f. If a person looks old enough to drink, he or she probably is old enough to legally drink.

## Written Test—Answer Key

### Objective 14

- g. If a person presents a fake identification card, it is still okay to pretend the card is a real one “because they presented ID.”
- h. If an intoxicated person orders another drink, the server should refuse service.
- i. All 50 states and the District of Columbia have drinking and driving laws.
- j. Across the board, all states define it as a crime to drive with a Blood Alcohol Concentration (BAC) at or over 0.08.
- k. Each server needs to have the appropriate state issued, mandatory server’s license to enter the bar area or serve alcohol.

Identify laws that vary by state by placing an “X” on the lines next to the ones that vary from state to state.

- a. Licensing age to serve alcohol
- b. Liquor license requirements for the place of employment
- c. Alcohol taxation
- d. Regulations regarding point of beer or proof of liquor sold
- e. Fines for selling alcohol to minors
- f. Drinking age in a restaurant by minors in terms of guardian consent or presence
- g. Personal liability associated with service of alcohol to intoxicated individuals
- h. Possession of alcohol by a person under the age of 21
- i. Public intoxication levels
- j. Open container in public or a vehicle
- k. Possession of false identification of age
- l. Keg registration requirements

\*Permission to duplicate this test is granted.



Unit Review

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

Directions

Read each of the items below. From the choices given, circle the letter of the most correct response.

Objective 6

1. What is an effect of a small amount of alcohol?
  - a. Coma
  - b. Slowed reflexes
  - c. Slurred speech
  - d. Vomiting

Objective 11

2. Both on and off-premises, sale of alcohol varies by state according to what factors?
  - a. Hours of alcohol sales
  - b. Days of the week
  - c. Both "a" and "b"
  - d. None of the above

Objective 2

3. Through what body organ does alcohol travel to reach the stomach?
  - a. Esophogus
  - b. Kidneys
  - c. Liver
  - d. Lungs

Objective 9

4. Which of the following could be an indicator that the person presenting an identification card is not the actual cardholder?
  - a. Height and weight do not match that listed on the card
  - b. Photograph may not match the characteristics of the card presenter
  - c. Cardholder does not have any other form of picture identification
  - d. All of the above

Objective 5

5. What happens when the brain's cerebellum is affected by alcohol?
  - a. Increased pain threshold
  - b. Increased production of urine
  - c. Loss of balance
  - d. Overexaggerated emotion

## Unit Review

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### Objective 14

6. Which statement regarding alcohol sales is correct?
- a. Drinkers do not need a license to serve alcohol
  - b. Servers do not need a license to serve alcohol
  - c. The foodservice establishment does not need a license to sell alcohol
  - d. None of the above

### Objective 8

7. Which statement regarding controlling excessive alcohol consumption is correct?
- a. Always have a full drink ready on the table so a customer never runs out
  - b. Avoid direct conversation with a guest you think may be intoxicated
  - c. Keep empty glasses on a table so you know how many drinks a person has consumed
  - d. Serve water with each drink, as water dilutes the alcohol

### Objective 1

8. Which term describes a disagreement between two parties (or people) that is taken to a court for a judge to decide which party is liable for any damages incurred?
- a. Forum
  - b. Judicial disagreement
  - c. Lawsuit
  - d. Liability

### Objective 13

9. What is the youngest age in some states that a person can be a bartender or serve alcohol?
- a. Twelve
  - b. Fourteen
  - c. Fifteen
  - d. Eighteen

### Objective 3

10. Which of the following is a method law enforcement officers use to measure alcohol in the body?
- a. Blood test
  - b. Breath test
  - c. Urine test
  - d. All of the above

## Unit Review

### Objective 12

11. What act required all states to raise their minimum purchase and public possession of alcohol age to 21 years-old?
- Dram Shop Act
  - Nancy Reagan Act
  - U.S. National Minimum Drinking Age Act of 1984
  - All of the above

### Objective 7

12. Which of the following statements regarding problems associated with intoxicated guests is correct?
- Intoxicated guests are more sedate, and thus less likely to cause an accident
  - Intoxicated guests can harm themselves or others
  - The only person that can be held responsible for an accident involving alcohol is the intoxicated guest
  - The server cannot be held liable for damages caused by an intoxicated guest

### Objective 4

13. Which statement regarding alcohol absorption is correct?
- Carbohydrates digest slowly, allowing less alcohol absorption in the stomach
  - Drinking alcohol with no food in the stomach has no effect on absorption
  - Fatty foods are greasy, thus speeding up alcohol absorption
  - The more a person weighs, the less he or she will be affected by alcohol

### Objective 10

14. What is the Dram Shop Act?
- Act that holds retail establishments accountable for any harm caused by an intoxicated patron
  - Act that requires all states to raise their minimum purchase and public consumption of alcohol to age 21
  - Part of the United States Constitution that gives each state the right to regulate alcohol distribution and sale
  - None of the above

### Objective 6

15. Unconsciousness can occur after a drinker has consumed \_\_\_\_\_ amounts of alcohol.
- Small
  - Medium
  - Large
  - None of the above

## Unit Review

---

### Objective 11

16. What is the minimum Blood Alcohol Concentration where all states define drinking and driving as a crime?
- a. .01
  - b. .05
  - c. .08
  - d. .10

### Objective 2

17. What fluid carries alcohol through the body so that it can pump through various organs?
- a. Blood
  - b. Breast milk
  - c. Saliva
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### Objective 9

18. Which procedure for checking an identification card as proof of age to drink alcohol is correct?
- a. A guest is only required to present one identification card, and it is illegal to ask for a second form of picture ID
  - b. If a guest has a fake identification card, he usually will not have a second form of ID whose information matches the original
  - c. If a guest looks old enough to drink, he probably is old enough – so go ahead and serve him
  - d. It is illegal for a ID checker to ask a guest to remove his identification card from behind the plastic insert in his wallet

### Objective 5

19. What part of the brain controls emotion and memory?
- a. Cerebellum
  - b. Hypothalamus
  - c. Limbic system
  - d. Medulla

### Objective 14

20. Which statement regarding legal alcohol sales is correct?
- a. Each state has the same fines for underage drinkers caught with alcohol
  - b. Each state requires drinkers that drinkers be 21 years-old
  - c. Each state sells the same point of beer
  - d. Each state sells the same proof of liquor

## Unit Review

<b>Objective 8</b>	21. How should a server count the number of drinks a guest has consumed?  a. Keep the ticket updated with number of drinks served b. Work with other servers to keep accurate drink counts c. Both “a” and “b” d. None of the above
<b>Objective 1</b>	22. Select the term that describes a mental state caused by the influence of drugs, alcohol, or mental illness where a person’s faculties are lessened to the point where he or she cannot function in a normal capacity.  a. Dehydration b. Deranged c. Impairment d. Institutionalized
<b>Objective 13</b>	23. Which state has drinking and driving laws?  a. Alabama b. Oklahoma c. Texas d. All 50 states and the District of Columbia
<b>Objective 3</b>	24. What does BAC stand for?  a. Blood Alcohol Concentration b. Blood Alcohol Content c. Breath Alcohol Concentration d. Breath Alcohol Content
<b>Objective 12</b>	25. In some states, under what special circumstances are minors allowed to drink alcohol?  a. Birthday parties b. Medical purposes c. Work requirement d. All of the above
<b>Objective 7</b>	26. Which of the following is a way that intoxicated guests can harm themselves or others?  a. Assault b. Homicide c. Pregnancy d. All of the above

## Unit Review

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**Objective 4**

27. The type of alcohol consumed is not as important as the \_\_\_\_\_ of alcohol consumed.
- a. Brand
  - b. Color
  - c. Quality
  - d. Quantity

**Objective 10**

28. What kinds of harm can guests do that the retail establishment would be held liable for under the Dram Shop Act?
- a. Death
  - b. Injury to themselves
  - c. Injuries to others
  - d. All of the above

**Objective 6**

29. After consuming a small amount of alcohol, a drinker usually notices major breathing problems.
- a. True
  - b. False

**Objective 11**

30. It is illegal for servers to retain fake identification cards that patrons try to present.
- a. True
  - b. False

**Objective 2**

31. The process of alcohol elimination from the body can be sped up by various means.
- a. True
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**Objective 9**

32. In order for a guest to drink alcohol at a restaurant, he or she must present an official identification card that lists a birth date and contains a picture of the cardholder.
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**Objective 5**

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## Unit Review

- |                     |  |
|---------------------|--|
| <b>Objective 14</b> | 34. Each state has the same keg registration requirements.<br>a. True<br>b. False  |
| <b>Objective 8</b>  | 35. Coffee should not be served with alcoholic drinks, as the caffeine makes guests feel more intoxicated.<br>a. True<br>b. False                      |
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Unit Review—Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_

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Read each of the items below. From the choices given, circle the letter of the most correct response.

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## Unit Review—Answer Key

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## Unit Review—Answer Key

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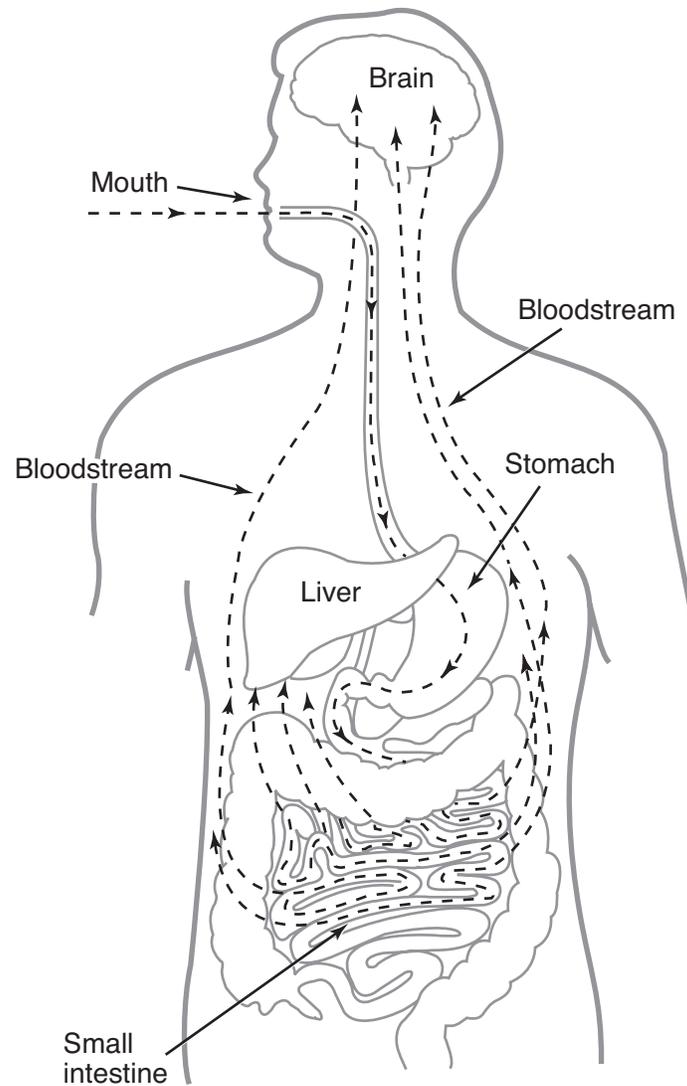
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## Unit Review—Answer Key

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Objective 4	41. Sick people are often dehydrated, which robs the body of water content and increases their ability to become intoxicated. <b>a. True</b> b. False
Objective 10	42. Dram Shop Act laws vary across the states. <b>a. True</b> b. False



# Path of Alcohol Through The Body





# Initial Alcohol Absorption

<b>Organ</b>	<b>Absorption</b>
Mouth	2-4%
Stomach	20-25%
Small intestine	75-80%



# Alcohol Impairment Charts (Female and Male)

## Female

Approximate Blood Alcohol Concentration (BAC) Percentage									
Drinks	Body Weight (in Pounds)								
	90	100	120	140	160	180	200	220	240
0	.00	.00	.00	.00	.00	.00	.00	.00	.00
1	.05	.05	.04	.03	.03	.03	.02	.02	.02
2	.10	.09	.08	.07	.06	.05	.05	.04	.04
3	.15	.14	.11	.10	.09	.08	.07	.06	.06
4	.20	.18	.15	.13	.11	.10	.09	.08	.08
5	.25	.23	.19	.16	.14	.13	.11	.10	.09
6	.30	.27	.23	.19	.17	.15	.14	.12	.11
7	.35	.32	.27	.23	.20	.18	.16	.14	.13
8	.40	.36	.30	.26	.23	.20	.18	.17	.15
9	.45	.41	.34	.29	.26	.23	.20	.19	.17
10	.51	.45	.38	.32	.28	.25	.23	.21	.19

## Male

Approximate Blood Alcohol Concentration (BAC) Percentage								
Drinks	Body Weight (in Pounds)							
	100	120	140	160	180	200	220	240
0	.00	.00	.00	.00	.00	.00	.00	.00
1	.04	.03	.03	.02	.02	.02	.02	.02
2	.08	.06	.05	.05	.04	.04	.03	.03
3	.11	.09	.08	.07	.06	.06	.05	.05
4	.15	.12	.11	.09	.08	.08	.07	.06
5	.19	.16	.13	.12	.11	.09	.09	.08
6	.23	.19	.16	.14	.13	.11	.10	.09
7	.26	.22	.19	.16	.15	.13	.12	.11
8	.30	.25	.21	.19	.17	.15	.14	.13
9	.34	.28	.24	.21	.19	.17	.15	.14
10	.38	.31	.27	.23	.21	.19	.17	.16



# Alcohol Content of Some Typical Drinks

<b>Drink</b>	<b>Alcohol Content</b>
Manhattan cocktail	1.15 oz (34 ml)
Dry Martini	1.00 oz. (30 ml)
Malt liquor—12 oz. (355 ml)	0.71 oz. (21 ml)
Airline miniature bottle	0.70 oz. (21 ml)
Whiskey Sour/Highball	0.60 oz. (18 ml)
Table Wine—5 oz. (148 ml)	0.55 oz. (16 ml)
Beer—12 oz. (355 ml)	0.54 oz. (16 ml)
Reduced Alcohol Beer	0.28 oz. (8 ml)



# State-Issued Identification Card

## State Driver's License

Commercial Driver

**Class:** A

**Endorsements:** None

**Issued:** 01/01/2007

**Restrictions:** Eye Glasses

Ima Sample  
1500 West Seventh Avenue  
Your City, Your State 79797

**License #** 4X-98-002

**Expires:** 12/31/16

**DATE OF BIRTH:** 06/01/1985



**Signature:** Ima Sample

**Sex:** F **Hair:** Blonde **Eyes:** Blue **Height:** 6'0" **Weight:** 150

